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Introduction

Thirteen submissions conform the Proceedings of the V International Colloquium on Languages, Cultures, Identity, in Schools and Society, held in Soria, Spain, July 1-3, 2019. They all address in different ways issues of language, culture and/or identity, the three main topics of the event.

Four manuscripts revolve around classroom practices. Thus, Catherine Wallace and Alexandra Sabater describe how the implementation of Project Based Learning (PBL) in a K-5 Dallas school encourage students to think creatively, problem solve, and collaborate with their classmates as well as with the community-at-large. To illustrate their model, the authors include two examples of PBL in practice, in 1st and 4th grade, respectively. The authors highlight the fact that all projects meet state-approved academic standards through authentic activities that make second language learning meaningful and dynamic for students and that the projects culminate in a public presentation for students, parents, staff and community members. For their part, Pablo Celada, Altamira López and Andrés González address the potential of fanfics (stories written by fans) for the development of students' collaborative learning in the classroom, impact on students' improved command of syntax, vocabulary, and the four basic skills in a second language, and the development of intercultural connections and digital competences. The authors show practically how fanfiction works with *Harry Potter and the Philosopher's Stone*. The third article in this group, by Francisco José Francisco Carrera, Elena Jiménez García, and Susana Gómez Redondo provide reflections on the use of haiku in second language acquisition and how the use of this traditional Japanese poetry fosters transculturalism and intercultural competence while creating spaces for dialogue to prevent episodes of violence and racism in the classroom. Finally, Olga Samsonova and Hugo Hormazábal Jr. describe the Montessori approach, its implementation and growth in US schools, its application to the teaching of second languages, and the results of a qualitative study involving teachers and parents of students attending a Montessori school in Florida.

Also within the classroom context, Marta Díaz and Roxana Taquechel-Chaigneau examine the role of communication in two different environments. Díaz explores students' socialization in a small classroom of 4- and 5-year-olds in Galicia, Spain, while Taquechel-Chaigneau studies interpreting practices in international working environments in China. Díaz found that the teacher's simplified use of her language to address students, resembling baby talk, helped ease tensions in the classroom. Also, because of students' growing familiarity with classroom routines, she did not have to use as many calls for attention or affectionate appeals as before. On the other hand, Taquechel-Chaigneau's article focuses on how individuals adjust their linguistic resources in order to ensure effective transmission of information in multilingual environments such as hospitals, restaurants, or IT companies. The author provides examples of how improvised interpreters for the most part use different linguistic resources to participate in conversations and keep them going, including providing help to overcome silences and/or hesitations on the part of their interlocutors.

Two more articles, by Jason Stegemoller and Melanie Flores and by Sheryl Santos-Hatchett, Mara Queiroz Vaughn, Sam Shi, and Brody Du, respectively, deal with different aspects of higher education in Hispanic Serving Institutions. Stegemoller and Flores describe their institution's attempts at improving the preparation of faculty working with students from linguistically and culturally diverse backgrounds and reflect on their findings one year after the initial introduction of their Culturally Relevant Pedagogy (CRP) Professional Development Program. Their findings revolve around three main areas: Creating awareness of sociopolitical contexts, recognizing and addressing deficit cognitive frames, and including underrepresented faculty and staff. Santos-Hatchett et al discuss the need to promote the study of Spanish among students in institutions of higher education and examine the factors motivating ethnically diverse college students to enroll in a Spanish minor at their institution.

Among their findings, heritage Spanish speaking students value their language and their professors' interest in them while making a special emphasis on the fact that they were not being chastised for not speaking the language well. By making their Spanish courses enjoyable, program instructors appear to have been able to encourage students to embrace their road to biliteracy. Also in the realm of motivation, Rana Khan advocates for teachers to use different pedagogical, student-centered, approaches to motivate students intrinsically en route to increasing the latter's academic performance. Given existing cultural differences in student bodies worldwide, Khan recommends various strategies aimed at improving students' learning environments, such as differentiated lessons, scaffolding, and building relationships. While the author notes the existence of challenges along the way, she shows her strong belief in the power of intrinsic motivation to overcome upcoming difficulties.

Two articles address students' identity issues. Diane Excell elaborates on ways Muslim students in England write and use texts about their home countries, home languages, religion, and English to dispel stereotypes, fight prejudice, and feel better about themselves, their identity, their families, and their origins. Along the same lines, Aracelis Nieves discusses the need to create more effective educational programs for middle school Latino students to prevent them from becoming dropouts. The creation of a Spanish for Heritage Speakers program at her institution revolving around students' lives, values and experiences and the use of culturally responsive instruction increased students' sense of community, self-esteem, engagement in learning and motivation to continue on to secondary school.

Lastly, Peter and Dianne Excell and Bibinaz Pirayesh examine in their respective articles the preeminence of English and the language of Science in technical, specialized, publications and in education, respectively. For Excell and Excell, the overwhelming presence of English in journals all over the world has given this language a hegemonic position as the lingua franca in all kinds of publications. This threatens scientific and technological publications in other languages, such as German or Russian, as well as potential overlooks of significant findings in publications in the latter languages, especially Russian, due to the lack of adequate translations into English. Pirayesh walks readers through history in order to show how the language of science has become, in her own words, "the gold standard" in education. Unfortunately, the tyrannical power of science in this field, exemplified in the extraordinary emphasis placed on assessments, tests, and standardized curricula has relegated other subjects more prone to fostering discussions and conversations as ways to enrich stakeholders' lives through the arts.

I wish to thank the manuscripts' authors for their work and dedication to their respective fields of expertise, as well as for the extra work entailed by their putting together their articles. I hope the readership of these Proceedings enjoys them and gain insights that can help them implement more effective educational programs for students all over the world.

Francisco Ramos, Editor and Colloquium Director

Project-Based Learning and Second Language Learners: Practitioner Case Studies for Elementary School Students

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Spanish House Elementary offers a Spanish-immersion, project-based learning program for Kindergarten-fifth grades in east Dallas, a racially- and linguistically-diverse major city in north Texas. Combining best practices in language immersion with project-based learning pedagogy, our school fosters and supports bilingual, biliterate, and bicultural students on academic grade-level in both Spanish and English. Primarily native English-speakers, our students begin the elementary program with a strong language base, as they enter the school from our partner nursery and preschools. PBL ensures teachers cover academic standards, along with a singular character-building curriculum, through authentic academic projects that make second language learning meaningful and dynamic. This paper presents case studies in first and fourth grade to reflect how PBL successfully and meaningfully fosters second language learning.

Keywords: Authentic, biliterate, immersion, project-based learning, Second language learning

Spanish House Elementary

The idea for Spanish House was born in the colonial city of Oaxaca, Mexico. As an elementary English-as-a-Second-Language teacher in the Dallas Independent School District, Catherine Wallace traveled to Oaxaca to participate in intensive Spanish classes in the summer of 2006. A three-week language course turned into a year-long stay during which Catherine immersed herself in Mexican culture, Spanish language, and work as an English teacher. She and her now husband, Luis Martínez, a native Oaxacan and experienced language teacher, crafted the idea of taking the immersion language model to the city of Dallas, a diverse major city in north Texas, to address the Spanish language needs of fellow teachers in the public school system. While a plethora of language learning offerings exist in Dallas (mainly community colleges and language school franchises), Catherine understood first-hand the need of an immersion school that could offer students an experience similar to the one she had had in Oaxaca. Learning Spanish through history, music, food and cultural explorations in Oaxaca far outshone the many traditional Spanish classes she had taken over the course of her education and teaching career in Texas, in which the textbooks were written in English and the professors spoke in both English and Spanish to

explain the language content. Imagining the difference a more effective immersion style of teaching could make for the community of educators in Dallas, is what inspired the creation of Spanish House in 2008.

Starting in two bedrooms in their home in East Dallas, Catherine and Luis first opened Spanish House to a community of fellow educators, lawyers, retirees and other professional adults interested in learning Spanish. As the school's population grew over the next year, they moved the school to a commercial space. Due to overwhelming demand by their students, who were also parents of young children, Spanish House expanded in 2010 to include preschool immersion education for students ages 2-5. By offering a variety of schedules at a competitive cost, along with hiring a college-degreed, native-Spanish speaking faculty, Spanish House Preschool quickly became a pillar within the economically-advantaged community in East Dallas. Within three years, Spanish House added a nursery program for children ages 3 months-2 years, as well as an elementary school for kindergarten students. The private elementary school has since added one grade per year and now serves students in kindergarten-5th grade. Spanish House currently operates four separate language immersion schools: Spanish House Nursery, Preschool, Elementary and Adult School. All four schools operate with the same vision: To empower students with language and cultural appreciation to become confident and open-minded lifelong learners.

Project-Based Learning

Since the inception of Spanish House Preschool, the school has utilized Project-Based Learning (PBL) as its method of delivering a Spanish immersion education. Defined as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (“What is PBL?” n.d.), its core components are an ideal match with language immersion education. Students are deeply engaged in projects that encourage them to think creatively, problem solve and collaborate with their classmates and the community-at-large. Teachers facilitate as students themselves, motivated by that guiding question or challenge, identify what they need to know, how they can find it, how it connects to their learning, and how they can use it to support their community. PBL projects feature field trips, expert visits, self-reflection, critiques, connections, presentations, and final products. Students within a PBL, language immersion environment are motivated to use their language skills to communicate their ideas and express their imaginations. Classroom teachers serve as guides in the students' investigations and speak to the students only in Spanish. All projects culminate in a public presentation, which may include community members, parents or students and staff within the school. Student presentations, both oral and written, are always 100% in Spanish. Spanish House Nursery, Preschool and Elementary School utilize the PBL model. For the purposes of these case studies, we chose to focus on the elementary school to illustrate the success of coupling PBL with second language acquisition. We follow a language

immersion model where students learn in the target language of Spanish through “formal” grade-level academic instruction and “informal” conversation development. The school also utilizes a 90/10 model, where, starting in kindergarten, students receive 90% of classroom instruction in Spanish, with English for 10% of their day through instruction in English language arts and reading. As the kindergarten-5th grade program progresses, the language of instruction ratio adjusts incrementally each year towards an 80/20 model that culminates with 4th and 5th graders learning Spanish Language Arts and reading, Mathematics, Science, fine arts, Physical Education, and technology in Spanish and English Language Arts and reading and Texas and United States History, respectively, in English.

As a small private school, we enjoy a significant amount of freedom in terms of curriculum, testing and state mandates and, as such, are able to integrate the PBL model in all aspects of our academic program. We utilize the Texas Essential Knowledge and Skills (TEKS) as our primary curriculum, as well as elements of Next Generation Science Standards (NGSS). Currently Spanish House Elementary serves approximately 125 students in grades K-5. Most of our incoming students have completed the preschool program at Spanish House and start kindergarten with a near-native, age-appropriate comprehension level of Spanish, as well as advanced conversation skills. The majority of our academic and extracurricular programs are delivered only in Spanish. The campus itself also thrives with Spanish-language music, dance, conversation, and cultural appreciation every day. Kindergarteners receive a 45-minute daily lesson in English Language Arts; in 1st and 2nd grades, this increases to 50 minutes per day, and to 60 minutes in 3rd grade. Upper elementary students in 4th and 5th grades receive 90 minutes of English instruction per day in English Language Arts and Social Studies. Students in 2nd and 4th grades take the Iowa Basic Skills and *Logramos* standardized tests in all subject areas.

Teachers in each grade level plan one project every six weeks, alternating between science and social studies. While Language Arts and Math are taught as separate subjects, they are intertwined in the projects. All projects incorporate Reading, Language Arts, Math and Social Studies or Science state learning standards. The fine arts, Physical Education, technology and yoga work collaboratively to plan their own projects based on the school's Core Values. Elementary faculty participate in intensive professional development centered around PBL each summer, as well as receive weekly professional development delivered by the School Director and Academic Coordinator. Faculty and staff are also thoroughly and continuously trained in best practices for language acquisition, helping students develop their Spanish literacy whether they are arriving from the partner nursery or preschool campuses or they are embarking on their first experience in language immersion. Always grounded in their current projects, they use dynamic, engaging techniques to help students build their Spanish vocabulary, comprehension, grammar, oral expression, and writing. This approach helps ensure students grow their Spanish, always on grade level and always towards current and future language fluency, while progressing in grade-level English

simultaneously. Grade level teaching teams plan together closely to ensure they model and teach the high levels of linguistic fluidity that characterizes multilingual, life-long learners.

First Grade: The Seven Wonders of the World

During the 2018-2019 school year, Spanish House Elementary 1st graders embarked on a project titled "*Las siete maravillas del mundo*" ["The Seven Wonders of the World"] to cover social studies content and skills derived from the Texas state standards for elementary students, the Texas Essential Knowledge and Skills (TEKS):

- (1.4) Geography. The student understands the relative location of places. The student is expected to:
 - (A) locate places using the four cardinal directions; and
 - (B) describe the location of self and objects relative to other locations in the classroom and school.
- (1.5) Geography. The student understands the purpose of maps and globes. The student is expected to:
 - (A) create and use simple maps such as maps of the home, classroom, school, and community, and
 - (B) locate the community, Texas, and the United States on maps and globes.
- (1.6) Geography. The student understands various physical and human characteristics. The student is expected to:
 - (A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;
 - (B) identify examples of and uses for natural resources in the community, state, and nation; and
 - (C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.

Students were also expected to master skills related to Social Science habits of thinking and communicating, to include systematic critical thinking, problem solving, and decision making; research from varied sources; synthesis of information, and communication in oral, visual, and written form. The language arts standards covered in this project focused on informative text, to include main idea, supporting details, text features, and media literacy. In previous years, 1st graders had covered these standards by challenging the students to create an international cookbook. This year's 1st grade team decided to use the Seven Wonders of the World as the almost literal point of embarkation for this geography project.

Every PBL projects follows a predictable and intentional flow. The process begins by posing the guiding question or challenge during an entry event, followed by the systematic review of need-to-knows, research, prototypes, and final product,

interspersed with moments for reflection and critique throughout. For “The Seven Wonders,” the students were asked, “*¿Cuáles son las características físicas, geográficas y humanas de las Siete Maravillas del Mundo?*” [“What are the physical, geographic and human characteristics of the Seven Wonders of the World?”] towards the final product of a world exposition with information pamphlets highlighting and sharing models of the Wonders to an audience of parents and other students, also currently studying geography standards per their own grade levels. As hoped, the 1st graders were intrigued and motivated by the concept of “wonders” presented to the classes during the entry event. That was one of the primary “need-to-knows” that girded the research phase of the project: “What makes a geographical location wonderful?” “What makes visitors feel wonder?” This paradigm of “wonders” later provided the class a point for analysis and debate, as 1st graders discussed if the locations were truly worthy of the distinction and if there were other sites that could be considered. Other “need-to-knows” included vocabulary questions around the terms in the guiding question, curiosity about travel and the lives of children around the world, and confusion about how a location’s geography would affect or even dictate how humans adapt. By sharing the locations of the modern Seven Wonders-Brazil, China, India, Italy Jordan, Mexico, and Peru-the teachers were able to inspire student questions about specific locations throughout the world.

The investigation phase

The investigation phase of the project takes the longest and serves to secure the learning and understanding of academic standards. To secure background knowledge, the first expert visitor came during the second day of the project. A local geography professor, this expert used media, physical maps and even a simulated, antiqued treasure map he had created for students to help them understand the purpose of maps and globes. Subsequent experts included a teaching assistant, the school counselor, a 1st-grade parent, and a teacher’s acquaintance, who each, based on their country of origin, shared their extensive personal knowledge about Chichen Itzá, Machu Picchu, the Great Wall of China, and the city of Petra, respectively. In all cases, the expert visitors were prepared ahead of time by teachers with “talking points” that guided them towards offering information connected to the standards. The visitors were uniformly engaging, sharing memories, experiences, visuals, realia, and even souvenir gifts with the first graders to make their learning meaningful.

The investigation stage also includes other dynamic experiences where students acquire knowledge. Embedded into daily lesson plans are multiple days of learning stations, where students pursued guided research into each Wonder using targeted websites, informative texts, photo albums, and travel magazines as tools. Students created artwork and/or physical models, such as hammered tin animals, paper mâché tropical birds, and clay soccer players, that were later incorporated into the final models at the world exposition. First graders visited Dallas’s Crow Collection of Asian Art, where a docent led learners through exhibits featuring ceramics,

sculptures, paintings, and textiles from both China and India; while the chaperones initially expressed concern at the age-level accessibility of the material for the students, all adults involved, including teachers and museum staff, later shared their surprise at the students' astute questions and insightful connections between the artwork at the museum and the content learned in the classroom. Finally, teachers in both languages collaborated to ensure acquisition and bridging for project vocabulary: *alimento, arroyo, características, clima, colinas, comunidad, cuerpos de agua, desierto, direcciones cardinales, escuela, estado, físicas, geografía, globo terráqueo, gente, hogar, humana, isla, lago, mapas, mar, montaña, océano, país, río, ropa, ubicación* and *valle*.

Teachers marked the transition from the inquiry stage to the production stage with a work of self-reflection on what students had learned so far and to what extent they had addressed their need-to-knows. With a final product rubric to clarify expectations and guide the creation phase of the project, students were able to transition to forming groups to create models and informative brochures of the Seven Wonders. Working together with minimal teacher input, they were challenged to embrace critical thinking, collaboration, creativity, and communication and engage and apply the social studies skills standards towards their final product. The world exhibition began with a group rendition of "*Qué pequeño el mundo es*" ["It's a Small World"], followed by group stations where 1st graders, in student-designed and created cultural dress, together offered a short presentation on their Wonder, locating the site on a student-created map and situating it in relation to their own home and sharing its physical, geographic, and human characteristics. They then answered questions from the audience of parents and students. This particular 1st grade product was marked by student mastery of the standards, as shown in their Spanish language fluency and confidence while presenting the exhibition material and in their excitement at the culminating celebration.

Fourth Grade: Self-Sustaining Home

During this same school year, 4th graders were challenged to create a scientific model of a self-sustaining home through the guiding question, "*Como ingenieros del futuro, ¿qué recursos usarías para crear una casa sostenible y así evitar las emisiones de CO₂ para cuidar nuestro planeta?*" ["As engineers of the future, what resources would you use to create a sustainable house and thus avoid CO₂ emissions to take care of our planet?"]. The project addressed NGSS energy standards:

- 4-PS3-1: Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

The teacher guided students towards becoming active agents and experts in how energy can be transferred, as their home model needed to apply and convey all the knowledge, research, and experiment conclusions conducted throughout the project, all the while prioritizing renewable energies as stewards of Planet Earth. Project vocabulary, developed explicitly through bridging strategies conducted by the Spanish- and English-language teachers in concert, included: *calor, chocar, cinética, circuito, conductor, consumidor, construir, convertir, corriente eléctrica, diseño, ecológico, electricidad, energía cinética, energía eólica, energía geotérmica, energía hidráulica, energía química, energía solar, estufa solar, evidencia, explicación, fuerza, interactuar, luz, molino de viento, movimiento, objeto, placa solar, producción, prueba, reacción, refinar, renovable, sonido, tecnología solar, transferir, and velocidad.*

The entry event to this project was particularly dynamic and engaging for this group of 4th graders, in that it was a video from a 4th-grade teacher at a primary school in Spain. According to the video, the Spanish 4th graders were planning a project to create a school garden using Earth-friendly, sustainable gardening practices. Their teacher challenged the Spanish House Elementary students to create a companion home that would mirror the attention to green techniques that protect, rather than harm, the environment. This entry event culminated in 4th graders sketching their ideas of a “conventional” home and how it uses energy, followed by a class debate on which current practices are most or least efficient and more or less harmful to the planet. These profound conversations inspired a more thoughtful, intentional brainstorm to understand and document the students’ need-to-knows.

The investigation phase

The investigation phase of this science project parallels closely the strategies used by 1st grade, with a higher expectation for autonomy and self-direction. Fourth graders similarly explored learning stations that offered information about renewable and non-renewable energy sources, to include solar, water, and wind. These stations included targeted websites, informative texts, and scientific magazines as tools. At the 4th grade level, the bridging process between the two languages is also more explicit around meta-linguistic strategies. In this case, the research materials and vocabulary development were offered to students in both languages, although the expectation was that oral and written work in relation to the model home would be completed in Spanish. Research included scientific experiments culminating in mini-products on the way towards the final product. Individually, students observed, documented, and generated hypotheses on how different types of energy work; described environmental changes that occurred in various experiments, and investigated electrical circuit, conductive and non-conductive materials, static energy and energy transformation. In small teams, they worked to build solar panels and a windmill to generate electricity. Teams also researched the efficacy of solar, water, and wind energy practices; they then wrote and presented proposals for which practice to use in the home model, which were then reviewed and selected by the larger group using an efficiency rubric.

Transitioning to the final product, students worked together to create one model. This particular constraint required critical thinking, collaboration, creativity, and communication at a more critical level than what is even necessary in small groups. The final model, along with conveyed standards mastered in its conception of how energy would be stored, utilized, and maximized in the home; it also showed innovative application of knowledge learned in its conception of how to use potable and non-potable water. Reflecting the joy that PBL brings to the learning process, the house model also featured creative, original, and stylish design choices in décor, including curtains, upholstery, and furniture placement and design, crystalized in a framed and hung class portrait, hung prominently in the great room of their fourth grade “home.” Fourth graders presented the final model via Skype to the 4th graders in Spain who initiated the project. By connecting with students in other countries engaged in the PBL process, this class was guaranteed a partner and peer that challenged and motivated their learning, all the while mirroring and validating the project’s value by pursuing a similar goal. Students interacted with one another via Skype throughout the entire project, and, in fact, the Spanish 4th graders sent a video of their garden plans just before the end of the school year in Texas.

PBL and Second Language Acquisition

As evidenced in these two examples at the 1st and 4th grade levels, the final products in PBL pedagogy motivate learners and amaze audiences. Recent kindergarten projects alone include designing school spirit shirts, creating Day of the Dead altars, making Rube Goldberg machines, participating in a science fair, creating inclement weather emergency kits and fundraising for local animal shelters. Other grade level projects include writing our school Constitution, designing robots created from recyclable materials, generating and presenting a business plan for a student-created product, organizing a multi-sensory science fair, and publishing our school yearbook. Through the PBL approach, SH Elementary students have worked steadily and enthusiastically towards mastering grade-level standards. But, particularly in a language immersion setting, students, teachers and parents see the true value of PBL value in the process itself, where sustained inquiry and authentic engagement serve together to advance second language fluency.

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Aprendiendo y Compartiendo Lenguas y Cultura con “Fanfics”

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El uso de la Literatura como instrumento para la enseñanza de idiomas y de inmersión cultural es común en la actualidad. La animación a la lectura es parte y consecuencia de este uso; por eso, la introducción de las “fanfics”, o historias de ficción escritas por fans, es un recurso innovador y abierto para la enseñanza-aprendizaje de lenguas, ya que aportan beneficios más allá de los textos literarios tradicionales. Además, el entretenimiento de las “fanfics” proporciona un contexto ideal para el trabajo de la competencia digital y el aprendizaje colaborativo en el aula.

Palabras clave: Aprendizaje del inglés, pensamiento crítico, aprendizaje colaborativo, creatividad, interculturalidad.

Introducción

Una de las aficiones de los jóvenes lectores de ficción y fantasía es la de escribir historias alternativas a las de sus libros por diversión. Este fenómeno no es reciente, pues en las últimas décadas del pasado siglo surgieron revistas denominadas *fanzine* producidas por y para los fans de libros de comics, historias fantásticas y otros intereses populares.

Son obras de ficción escritas por fans que tratan de los argumentos, personajes y/o las ambientaciones de sus obras favoritas, y las re-imaginan con un propósito lúdico y expresivo que está estrechamente ligado a la cultura popular (Black, 2008). Fanfic está unido a la cultura popular, como pueden estar determinados libros, o series actuales, o incluso videojuegos. Esta cultura añade a este fenómeno dos peculiaridades importantes: la comunidad de fans (*fandom*) y los medios de comunicación de masas, que permiten al grupo de gente comunicarse y compartir las obras de ficción de manera inmediata y a gran escala.

Fanfiction surge en los años 60 con el auge de la ciencia ficción y los fanzines dedicados al tema y, muy especialmente, con la popularidad de la serie *Star Trek*. Es a partir de este momento en el que la cultura popular, ayudada por los medios de

comunicación de masas, se revela en todo su esplendor y se une al concepto literario de contar una historia de nuevo.

En los años 90, con la popularización de Internet, las comunidades de fans se encuentran más fácilmente y el *fanfiction* termina de adquirir sus dos características modernas: la práctica comunal dentro de un *fandom* online y el formato principalmente digital.

Fanfiction tiene un propósito expresivo, lúdico y no lucrativo (Lugo, 2010). Se escribe y lee por devoción, y es por esa circunstancia que se puede utilizar en la enseñanza de un idioma extranjero como un camino para inocular el interés hacia la escritura en una lengua que nuestros estudiantes están aprendiendo (Black, 2005).

Por Qué Podemos Usar el *Fanfiction* en la Enseñanza del Inglés en Nuestras Aulas

En los últimos años la mayor parte de la investigación sobre el *fanfiction* y el aprendizaje de inglés como lengua extranjera (ESL) converge en Rebecca W. Black (2005, 2006, 2008, 2009). Pero es Lena Schattenherz (2016) quien realiza un estudio minucioso y detallado de un proyecto de *fanfiction* en sus clases de inglés, concluyendo que los estudiantes se beneficiaron del uso del *fanfiction* como un enfoque digital para los procesos de creación de textos. La autora consigue que sus estudiantes escriban textos más largos y con mayor grado de creatividad.

Entre otros argumentos, la primera razón pedagógica asociada al uso del *fanfiction* en el aula es que hace que nuestros alumnos lean. Leen porque se sienten seducidos por la literatura en vez de ser impuesta por el profesor. Leen cuando tienen que escribir sus historias y hacer críticas constructivas sobre las de sus compañeros, lo que puede contribuir a desarrollar su aprecio por la literatura (Akyel & Yalcin, 1990).

Al trabajar la literatura desde la perspectiva del *fanfiction* los alumnos descubren la interacción que puede darse no sólo entre personas, sino que el lector se relaciona constantemente con el texto para desvelar su significado, algo de lo que ya hablaba Gadjusek (1988), y proporciona al docente la capacidad de crear una gran cantidad de actividades (Ghosn, 2002) que permiten desarrollar la creatividad, el pensamiento crítico, los entresijos del lenguaje, y poner en práctica el aprendizaje por tareas al hacer grupos en los que se desarrolle el debate en clase.

Ventajas del Uso de *Fanfiction* como Elemento Vehicular del Aprendizaje del Lenguaje

En general, los lectores de literatura aumentan su vocabulario (Ghosn, 2002; Lao & Krashen, 2000; Oster, 1989; Spack, 1985), máxime en el caso particular del *fanfiction*, observan Sauro y Sundmark (2016). También mejoran en el uso de la sintaxis, al exponer a los lectores a una gran variedad de patrones sintácticos encontrados en el inglés escrito (Arthur, citado en Khatib & Rahimi, 2012).

Ventajas en las habilidades lingüísticas

En cuanto al *reading*, no hay duda acerca de que leer literatura en inglés trabaja las habilidades lectoras y la competencia en esta actividad (Khatib & Rahimi, 2012; McKay, 1982). Esta ventaja se hace extensible a la lectura de *fanfiction*.

En el *writing*, los alumnos escriben mejor (Oster, 1989; Spack, 1985), y es interesante ver cómo Schattenherz (2016) consiguió, mediante el *fanfiction*, que sus alumnos de Formación Profesional, tradicionalmente menos interesados en el inglés y la escritura, escribieran textos más atrevidos, creativos y largos.

El *listening* y el *speaking* cabe decir que se pueden desarrollar también mediante muchas actividades creadas a partir de los textos leídos en clase. La lectura de literatura en clase es una de las maneras más fáciles e interesantes de proveer de un tema para discutir en el aula. La literatura anima a la conversación (Gadjusek, 1988; Ghosn, 2002). Las comunidades de *fandom* nacen de este impulso por compartir las emociones y opiniones que provocan las historias originales, y al promover esta discusión en clase estamos simplemente aprovechando el desarrollo orgánico de los intereses de los alumnos en la cultura popular.

Habilidades académicas y pensamiento crítico

De acuerdo con Ghosn (2002), las estrategias de lectura se enseñan mejor trabajando mediante historias. El *fanfiction*, además, puede ser una herramienta que nos ayude a implicar a los alumnos en el análisis literario (Schattenherz, 2016).

Según Spack (1985), la composición de textos se enseña de una forma mejor y más natural cuando se trabajan en clase a la vez los dos extremos del acto comunicativo escrito: la lectura y la escritura. Haciendo esto, los alumnos son más conscientes de que lo que ellos experimentan al enfrentarse a un texto escrito es lo que otros pueden experimentar ante un texto que ellos hayan creado. Mejoran también la capacidad de comunicar ideas con efectividad. Esta habilidad afecta no sólo a la escritura sino especialmente a la expresión oral y a cualquier forma de comunicarnos.

En cuanto al pensamiento crítico, Ghosn (2002, p. 6) afirma que el emplear la literatura en el aula “ofrece un medio natural a través del cual los estudiantes pueden familiarizarse con la clase de pensamiento y razonamiento que se espera de ellos en clases académicas” y también fuera de ellas. De acuerdo a la autora, este tipo de capacidades incluyen identificar argumentos principales y los detalles que los apoyan, comparar y contrastar, buscar relaciones de causa-efecto o juzgar y evaluar evidencias, habilidades todas ellas que pueden trabajarse a través de discusiones sobre los textos.

Competencia digital

El *fanfiction* en su formato digital permite a los alumnos trabajar en forma de textos multimodales (Black, 2008; Schattenherz, 2016) en los que el significado del texto escrito puede aumentarse o volverse sofisticado más allá de sus habilidades gramaticales en la segunda lengua mediante el empleo de otros elementos en la comunicación como imágenes, audio o vídeo, emoticonos, etc.

Interculturalidad

Pocas cosas reflejan mejor la cultura de un país, su contexto histórico y social, que la literatura escrita por sus propios miembros. Esto se aplica especialmente al *fanfiction*, en el que un gran número de jóvenes adultos comparten sus ideas y sus visiones del mundo simplemente porque buscan pasárselo bien. Los *fanfiction* nos ofrece una perspectiva multicultural fascinante, no sólo porque muchos *fanfiction* sí que reflejan la cultura anglosajona, sino porque nos permiten aproximarnos a culturas diferentes o asistir a interesantes encuentros de culturas. Esto hace que tanto los docentes como nuestros alumnos tengan mayor conocimiento del mundo y unos horizontes más amplios (Akyel & Yalcin, 1990).

Desarrollo emocional

Lo que el uso de la literatura en el aula aporta a este desarrollo emocional es la posibilidad de experimentar situaciones que, aunque de segunda mano, fomentan el desarrollo de esta inteligencia. Situaciones en las que los lectores pueden identificar las emociones de los personajes y ver cómo otros hacen frente a circunstancias y problemas similares a sus propias experiencias (Hismanoglu, 2005).

Aproximación Metodológica al Uso del *Fanfiction* en la Clase de Inglés en Algunas Aulas.

Encontramos algunos ejemplos de cómo se utiliza *fanfiction* en la enseñanza del inglés como lengua materna como los que proponen las páginas *Fanfiction for Literacy* (Cowley, Lunny, Prentice & Waseem, s.f.) de la Universidad de Alberta o *Inclusive Classrooms* (Inclusive Classrooms Project, s.f.), en los que se presentan, en el primer caso, diferentes actividades para la clase, o, en el segundo, una lección completa basada en el *fanfiction* como ejercicio de respuesta a la lectura. Se plantea a los alumnos escribir *fanfiction* sobre una obra concreta –dada por el profesor o elegida por el alumno– basándose en géneros populares del *fanfiction*.

Los *Fanfiction* en el Aula de Educación Secundaria en Castilla y León, España: Una Propuesta Metodológica

La versatilidad de las actividades que presentamos reside en que se pueden ajustar a diferentes niveles, modificando la exigencia en cuanto a longitud de textos –número de palabras–, y ajustando los niveles de apoyo y andamiaje (Vygotsky, 1978) que dan pie a las actividades de *fanfiction*.

Aparte de los beneficios del uso del *fanfiction* en el aula, con esta propuesta conseguimos que nuestros alumnos adquieran las competencias que establece la Orden ECD/65/2015 (2015), como son la Comunicación lingüística, porque la literatura es una herramienta para comunicarse; Competencia digital, porque los *fanfics* los trabajamos online; Competencia social y cívica, ya que el fenómeno *fanfiction* es un fenómeno comunitario; Competencia de conciencia y expresiones culturales, pues el

fanfiction puede ayudar a valorar mejor la literatura en su conjunto, contribuyendo a apreciar las manifestaciones culturales y artísticas.

Selección de materiales

En este caso se ha escogido el primer libro de la saga de literatura infantil-juvenil Harry Potter, *Harry Potter and the Philosopher's Stone* (1997), de J.K. Rowling.

Hay muchas razones para elegir Harry Potter y la primera de ellas es que Harry Potter es un referente literario juvenil casi universal. Es ampliamente conocido y gusta en general. Hay diferencias estadísticas entre las elecciones literarias de chicos y chicas (Snowball, 2008), pero Harry Potter es literatura juvenil prácticamente “unisex”, lo que lo convierte en un recurso muy valioso a la hora de usar en clase. Harry Potter es casi la definición de cultura popular contemporánea. Prácticamente, todo el mundo le conoce y entiende sus referencias. Es muy difícil que un alumno no conozca las historias de Harry Potter aunque no haya leído los libros; probablemente haya visto las películas o simplemente haya oído hablar de ellas. Esta familiaridad con las historias reporta un beneficio, puesto que se considera que los alumnos se sentirán menos intimidados por un texto en inglés si de alguna manera ya conocen la historia y pueden utilizar sus conocimientos previos para rellenar los huecos en la comprensión lectora cuando ésta tiene lugar en otro idioma.

Presentación de la actividad *fanfiction* a nuestros alumnos

Es importante iniciar cualquier propuesta basada en el *fanfiction* con una correcta explicación de lo que éste supone, tanto en materia de fenómeno online como de lo que va a suponer dentro de la clase. Durante este primer paso, deberemos preguntar a nuestros alumnos si conocen qué es el *fanfiction*, proporcionarles una definición clara, y explicarles por qué lo hemos elegido para trabajar en clase. Podemos indicarles posibilidades interesantes –creatividad literaria, hobby comunitario, etc.– y áreas problemáticas –derechos de autor, legitimidad artística, etc.–. También es necesario indicar qué es lo que nos interesa conseguir en clase con esta propuesta: animación a la lectura, comprensión lectora, práctica de la escritura con un énfasis comunicativo, comprensión y reproducción de un vocabulario y una gramática adecuadas para la historia, etc.

El material original: Harry Potter

El segundo paso para la realización de este proyecto sería el consumo de los materiales originales, la historia de *Harry Potter y la Piedra Filosofal*, en este caso. Es difícil encontrar momentos para leer un libro en el aula, por lo que se leen en clase solamente algunos capítulos escogidos y se propone como tarea para casa la lectura del libro. Los capítulos sugeridos aquí para su lectura en clase son el uno, “*The Boy Who Lived*”, el cinco, “*Diagon Alley*”, el ocho, “*The Potion Master*” y el capítulo final, “*The Man With Two Faces*”, puesto que proporcionan una idea general de la ambientación del libro.

Con el fin de complementar la lectura y para ayudar a seguir la historia se procura además el visionado de la adaptación al cine en clase, en versión original con subtítulos.

Como segunda parte de la actividad mantendremos un debate con nuestros alumnos. Éste debería versar acerca del contenido de la obra, para que los alumnos comiencen a pensar sobre la historia y compartan sus opiniones con el resto, lo cual constituye el primer paso para un análisis más crítico de la obra y la creación de textos derivados como el *fanfiction*.

La siguiente actividad propuesta es un análisis literario de la obra, conducido, al igual que la discusión anterior, de manera colaborativa y oral. Pretendemos que los alumnos respondan a una serie de preguntas sencillas en torno a la mecánica de la historia, y añadiendo preguntas sobre el uso del lenguaje.

El momento de su primer contacto con el *fanfiction*

Provocamos que nuestros alumnos lean *fanfiction* dentro del aula, en los propios ordenadores, puesto que esto nos sirve para llamar la atención sobre los textos multimodales y la posibilidad de hibridar modos de comunicación en el texto, como imágenes o música.

Los *fanfiction* que se han elegido en este caso, como textos modelo para los alumnos, son dos: *Magical Relations*, de la usuaria evansentranced (2007) en Fanfiction.net, y *A House of a Different Color*, de Tathrin (2016), en AO3. Ambos *fanfiction* están ambientados en la misma línea temporal que el libro que nuestros alumnos han leído, esto es, el primer año en el colegio mágico Hogwarts, y tratan realidades alternativas en que las cosas suceden de manera algo distinta a las de la historia original.

Estos *fanfiction* sirven para que nuestros alumnos vean las diferentes posibilidades que existen dentro del *fanfiction* y proporcionarles inspiración para que cuenten una historia a partir de otra ya existente, siendo este el primer andamiaje para los textos que ellos escribirán más tarde. Tras la lectura de dos *fanfiction* se les encomendará a los alumnos como tarea que busquen y lean al menos otros dos, en base a sus propios intereses, que comentarán con sus compañeros de clase.

La escritura del primer *fanfiction*, una aventura

Los alumnos han de escribir un *fanfiction*, para lo cual pueden escoger entre dos opciones: hacerlo sobre Harry Potter o sobre una historia o *fandom* de su elección.

La opción de escribir sobre Harry Potter permite a los alumnos aprovechar todo el andamiaje y el modelado que se han ido proveyendo a lo largo de las etapas anteriores para escribir su propia historia en inglés, y consiente que quienes no se sienten tan seguros sobre sus habilidades tengan una base sobre la que trabajar y que les admita concluir la tarea con éxito.

La segunda opción propone escribir sobre la historia o *fandom* que el alumno elija. Harry Potter sólo es un ejemplo de lo que se puede hacer y a aquellos alumnos a los que no les guste Harry Potter o a los que les guste más otra cosa deberían tener

la posibilidad de escribir sobre ello. Al fin y al cabo, el *fanfiction* es la obra de los fans. Como afirma Shamburg (2012), “el poder del *fanfiction* reside en el validar y construir sobre los intereses de los estudiantes”, y es importante mantener al fan dentro del alumno para mantener el interés del alumno hacia la actividad.

La última parte de la propuesta de aplicación consiste en dividir a los alumnos en pequeños grupos para que comenten con sus compañeros los *fanfiction* que habían buscado y leído como tarea previa. Se busca animar a los alumnos a que comenten qué les ha gustado, si han encontrado ideas interesantes,... y que, desde aquí, empiecen a pensar y a compartir con sus compañeros ideas para sus propios *fanfiction*. Una vez hayan discutido ideas durante unos minutos los alumnos emprenderán en forma de texto digital la primera versión de su *fanfiction*.

Después de un rato volverán a reunirse en los mismos grupos de antes, donde leerán la historia a sus compañeros para que estos aporten ideas y sugerencias, tanto a nivel de contenido como de lenguaje. Cuando los alumnos hayan recibido esta retroalimentación de sus compañeros volverán a los ordenadores para escribir la versión final de su *fanfiction*.

Última sesión

La última sesión de esta propuesta didáctica se dedicará a que los alumnos tengan la oportunidad de reflexionar sobre el proyecto y compartir sus impresiones con los compañeros y con el profesor. Esta sesión tendrá lugar después de la entrega y calificación de los *fanfiction*. Una importante parte del *fanfiction* es su aspecto social y, además de realizar debates de clase o de compartir ideas y *feedback* con un pequeño grupo de compañeros, los alumnos deberían tener la oportunidad de leer las historias que han escrito sus compañeros y que estarán disponibles en la plataforma online utilizada como soporte del curso. Una vez se les haya animado y dado la oportunidad de leer estas historias, tendrá lugar una última discusión sobre el proyecto dentro de la clase, animándoles a que las suban a las plataformas de las *fanfiction* para ampliar la interacción social con otros fans.

Evaluación

Nuestra función como enseñantes de inglés es la de ofrecer una retroalimentación corrigiendo expresiones, vocabulario, la gramática,... pero a la hora de evaluar la escritura creativa tenemos que recordar que, en cualquier caso, el fin del lenguaje, de la literatura y del *fanfiction* es la comunicación, no el evitar siempre los errores ni seguir a la perfección modelos que se consideran adecuados, sino transmitir un mensaje, unas emociones, una historia. El *fanfiction* se centra en la función por encima de la forma (Black, 2005; Schattenherz, 2016) y es con este espíritu con el que debe ser evaluado si queremos mantener su esencia y disfrutar de las ventajas que nos proporciona dentro del aula, si queremos mantener el entusiasmo de nuestros alumnos y valorar tal y como se merecen sus esfuerzos como escritores.

Conclusión

Pensamos que el *fanfiction* constituye no sólo un fenómeno interesantísimo a nivel social y literario, sino una herramienta útil en materia de educación. Las metodologías basadas en el *fanfiction* son novedosas e innovadoras, nos permiten trabajar varios frentes educativos a la vez, les resultan interesantes a los alumnos y comportan una manera de conectar con ellos, de que nuestros estudiantes vean que tratamos de encontrarnos en su terreno. Sin duda alguna, queda aún mucho por investigar en todos los aspectos del *fanfiction* y, desde luego, mucho más en cuanto a educación y a la enseñanza del inglés como lengua extranjera a hispanohablantes.

Resultaría muy interesante disponer de estudios que comprueben la eficacia de las metodologías basadas en el *fanfiction* mediante estándares universitarios de investigación o propuestas pedagógicas basadas en niveles concretos del sistema educativo español. No obstante, y tal como hemos mencionado a lo largo del trabajo, el *fanfiction* es un campo novedoso dentro de la educación, que continúa explorándose en la actualidad y cuyos grandes descubrimientos e implicaciones están aún por hacer. Estamos seguros de que al *fanfiction* aún le queda mucho recorrido por delante: como fenómeno literario, como fenómeno social y digital y como herramienta educativa. Todavía nos queda mucho por descubrir en la enseñanza; nos queda por ver qué es lo que todos esos docentes, comprometidos con su trabajo y con curiosidad y ganas de explorar nuevas formas de enseñar, de conectar de persona a persona y transmitir algo valioso, pueden hacer con el *fanfiction*.

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Japanese Poetry and the Teaching of a Second Language: Reaching a Transcultural Heritage in Education

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In the present paper we want to show how the processes involved in teaching a second language can be improved by using haiku as an example of “minimal” poetry. This is an interesting way to develop a transcultural sensitivity in our classrooms. We want to cover two fields: 1) improving linguistic proficiency in our second language learners and 2) making our students aware of the idea of transculturalism as a space to discover and live with the “other”. We hope we can offer some room for reflection about how transculturalism can help us to build more open and tolerant societies.

Keywords: Education, haiku, poetry, transculturalism, heritage, creativity.

The present pages deal with our personal reflections about some important issues in education, such as language teaching education and the hypercomplex world we are facing these hectic days. Bearing in mind that the fluid societies (Baumann, 2003) we inhabit demand from us fluid ways to relate to each other, this social reality gets its share in the educational realm. This complex scenario is part of what Paniker has termed as a “retroprogressive” aged founded in hybridization; for Paniker (2016):

All those disquisitions about absolute concepts (nation, fatherland, religion, etc.) become every day more far-fetched for us. We belong to an age of hybridization and fluidity. Values are more relative, moving, and provisional. Scientific realms are interdisciplinary. Ethics itself is, above all, applied and casuist ethics. Hybridization supposes multiple identities, pluralism a la carte, cultural crossbreeding, collage. Today everything is a non-very consistent mixture with different values. From the huge cultural matrix, from the big amount of cultural matrixes, we can extract different combinations. One can be at the same time anarchist, Buddhist and a dandy. Homosexual and Christian. Atheist and mystic. Music-lover and nazi (pp. 17-18).

Accordingly, all of us involved in education must be well aware of this fact. The world is getting more and more complex, more and more hybrid, as Morin (1999, 2005) noted when pointing out the need for 21st century intellectuals to develop ways to cultivate complex thoughts. More than ever, the language teacher has become a sort of mediator between both languages and cultures; this is essential nowadays, when worldwide globalization is shaping everything

under the same patterns. Teachers therefore not only become bridges to save gaps between languages; they are also mediators between, at least, two cultural constructions that may even clash against each other. This mediation is a difficult process, especially because teachers are forced on occasion to face hypercomplex spaces, for example in classrooms where different cultures have to co-exist. Theirs then is a complex task to perform since they are, in many ways, supposed to have some understanding of the linguistic code and cultural framework of each and every student, if only to get a bit closer to the latter. As we will see in the following pages, this is one of the reasons we propose to use the term “transculturalism”. We intend to emphasize here the ever-changing substance of our nowadays world, somehow in the way Kurzweil (2002, 2006) has shown us, the on-going rush of the “singularity” pervading our lives and of course the anxiety of the future to come.

As in the case of biculturalism, it is quite convenient for language learners to get acquainted with the cultures and the languages they study. As Grosjean has pointed out, there are many positive features in becoming both bilingual and bicultural. For example, as far as the degree of adaptation a person may show in a given context: “they adapt, at least in part, their attitudes, behaviours, values and languages to their cultures” (Grosjean, 2010, p. 109), a highly valuable skill in our modern societies due to the fact that a high level of flexibility is often demanded in our hypercomplex globalized social structures.

Grosjean (2001) has indicated that, with this rich environment surrounding the child (as far as language and culture are concerned), it is more likely to found a sound state of bilingualism, something which seems desirable for the development of our students in the “liquid” and “ever-changing” world they will be facing as young adults in the near future. Besides, we support Byram and Fleming’s (1998) view that language students should take advantage of studying a new set of linguistic and cultural codification to undertake a deep reflection about their respective languages and cultures and the relationships they have with each other.

In this world where cultures never stop growing and reconstructing, as well as interacting endlessly, where human beings cross borders, both physical and cultural, over and over again as part of the global processes we are involved in, it seems apparent that we have to accept and treasure complexity. Education is hence one of the realms where this complexity should be properly understood. Lledó (2018) highlights how a sound and efficient education system is a core part of any modern democratic society:

Every society capable of holding a self-image and self-interpretation, the same as a society with aspirations of organization and progress must find success or frustration in the reflection of its education system. It is impossible to find the essential relations to constitute a modern society, without a well-defined orientation and structuring of Teaching in all its levels (p. 175).

As language teachers play a key role in the whole process we are describing, we should take a closer look at the idea of “transculturalism” and how it can be approached by using literary materials from a third culture. We intend to do so in the following section.

Transculturalism, Haiku and the Teaching of Languages

Transculturalism should be understood here as the space created by mingling different cultural traits in order to reach a common ground for different people to feel at home and develop new ways to interact. In other words, a transcultural education aims to go beyond the original cultural backgrounds of the students, without denying their seminal values, to create a

common space composed of the new and the old, the known and the unknown, the familiar and the foreign.

It is important to remember that, while we are devoted to close the gaps that put different cultures apart, we must also create spaces for dialogue lest we are left without any chances to prevent problems such as gender violence or racism (Aubert et al., 2010). It is advisable for teachers therefore to become bridges of sort for their students. Bridges created to cover the gap between two different ages, cultures, and/or languages. Proficient language and culture mediators are more necessary than ever during the hectic times we are facing, so liquid in many ways (Bauman, 2003). In so doing, teachers will become promoters of a “transcultural heritage” fostering students’ participation and growth. Transculturalism will then turn into a new perception, or even more accurately a facet, of multiculturalism. Accepting the reality of a multicultural global society, transculturalism would imply the need for a group of people to set again some common goals that go beyond the particular to reach some degree of commitment. At the same time, we agree with Phillips (2007) when she advocates for a multicultural paradigm that goes beyond the concept of cultures and the belonging of each one of us to a particular culture. By doing so, Phillips (2007) is really putting the individual as the essential element of multiculturalism, and so do we in our conception of transculturalism.

As far as haiku is concerned, we would like to back up some of our ideas with Barthes’ insights about the topic. For Barthes (2014), haiku has a rather misleading nature, as its simplicity might mislead individuals to think that anybody can write one. Truth be told, once one devotes time to writing it, the task becomes difficult; but at these first stages the feeling of fully understanding how a haiku works remains. This feeling of the haiku being a part of us all is a wonderful way to start working with and later reaching transculturality itself. More precisely, the highly-condensed form of the haiku shows two traits that always appeal to the human being: 1) economy of language and 2) a way to express our inner longings of transcendence, our desire to reach which is felt but never seems to be totally in our possession. As such, within the three verses of a haiku the teacher of languages and cultures is given a wonderful space to explore many possibilities as well as work upon different vocabulary, pronunciation or grammatical issues with the students. In so doing, we are given a deceptively simple but powerful tool to stimulate creativity, to sharpen our students’ interpretive skills and teach linguistic issues. Therefore, when using haiku in the second language classroom, we are creating a complex learning structure intermingling at least three major areas: 1) the cultural background of the students, 2) the teaching of the English language and 3) a quick approach to the Japanese culture by means of reading/interpreting/creating haikus (Francisco Carrera, 2016, 2017). Some words about the interpreting possibilities in the classroom may be needed here. A reading of a haiku must be respectful to the text and to the genre traits it is based upon; that is why our students are given some room to “imagine” what it is about when interpreting a haiku, but within the “clear” borders of the haiku itself. It is an exercise of contention rather than one of expansion; imagination plays a role, of course, but within the margins of close attention. Furthermore, by using the haiku in these contexts we are also developing intercultural competence (Meyer, 1991) in its different levels, especially the transcultural level which offers an optimal realm to understand the subtleties of other cultures.

Conclusion

As a conclusion, we should remember the following ideas by Rico Martín (2013):

Within the scope of the teaching of a second language is where more clearly an intercultural competence is required: it would be useless to learn a lot of linguistic

concepts if one is unable to establish an effective communication in a real context with an interlocutor from a different culture, considering that the final meaning of a message is highly influenced by the context where it is produced and by cultural conventions that, in many occasions, are foreign to the language learner (p. 173).

Therefore, bringing intercultural competence to the front of language teaching is a wonderful way to reach the transcultural feeling we talked about in the previous pages. After the acceptance of the other, after the dialogue with the other, there comes the time to advance beyond the here-and-now to settle our identities in a transcultural ground. Intercultural dialogue offers then a safe space for the global and the particular to be held simultaneously without denial or imposition. Differences among cultures in such a space do not vanish into thin air; on the contrary, they keep a harmonious and healthy relationship. In a language lesson where a second language is taught, if we use elements from a third culture, this approach to transculturalism is properly undertaken by the interaction of all the factors at stake. As stated before, we are dealing simultaneously with linguistic and literary contents, stimulating creativity, and also promoting: 1) a complex and sound dialogue among cultures and 2) the acquisition of a transcultural heritage which goes beyond the differences that separate us to see the common ground in us all without losing our identities.

Finally, it is important to note that if we carefully pay attention to how cultures relate to each other we will also realize that to transcend this well-grounded cultural conceptions we have to be extremely humble and respectful. Having this idea in mind when teaching languages we will get somehow closer to a holistic understanding of all the individual processes involved in the life-changing event of learning a new language.

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Montessori Approach as a Way to Overcome ESL Students' Educational Drawbacks

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A Montessori approach is known as a self-activated, collaborative, and hands-on educational method. The multicultural nature of Montessori schools offers many benefits for the English as a Second Language (ESL) students who experience lots of drawbacks starting their educational journey in a new country. This exploratory case study took place in a private Montessori school in Florida. The data were collected using in-depth interviews of immigrant parents and two focus groups that included Montessori teachers and immigrant students. The study found that overall parents and students have positive attitudes toward the Montessori approach and offered guidelines for future research on educating ESL students.

Keywords: Immigration, Montessori schools, second language, ESL students

Immigrant families are diverse; they might experience challenges and might have some strengths as do all families. Sometimes, the immigration experience is ever so stressful. Parents immigrating to the United States of America hope to promote positive development for their children as well as proper nutrition and a safe living environment and/or educational and employment prospects. Many families have networks across borders; some families migrate without their kids and bring them later. As soon as they arrive, children start to acculturate and learn English. Very often, they learn a new language much faster than their parents. Nevertheless, English is not the only drawback immigration families are facing: Parents face acculturation while their kids dive into a novel educational system with entirely different standards and norms (Crul & Holdaway, 2009).

Theories of Second Language Acquisition

As children grow, they need a tool to communicate with their environment. They absorb language listening to their closer surroundings; they go to preschool and master their mother tongue, learning new vocabulary and identifying diverse input data at different stages of their life. Chomsky (Lightbown & Spada, 2013), as well as Piaget (Ginsburg & Oppen, 1988) and Vygotsky (Vygotsky, 1978), highlighted the importance of social interactions and environment in first language (L1) acquisition. In his theory

of language acquisition, Chomsky has never made any claims about second language (L2) acquisition; however, some linguists reasoned that this perspective offers good points to understand L2 (Lightbown & Spada, 2013).

Stephen Krashen (1981), one of the well-known researchers in the second language acquisition discipline, established a theory of the second-language learning process based on five primary hypotheses. First, the Acquisition-Learning hypothesis states that there is a substantial difference among second language learning and acquisition, and L2 acquisition happens through expressive interactions in a natural communication setting without explicit “error detection and correction” (McLaughlin, 1987, p. 20) and in the classroom environment with emphasis on communication, or through implicit learning. Second, the Monitor hypothesis focuses on explicit education and spoken language monitoring. According to Krashen, knowledge of rules does not help L2 acquisition but supports the learners to “polish up” what was picked up through communication (Krashen, 1981, p. 24). Next, the Natural Order hypothesis argues that there is not a “predictable order” in the L2 learning process; some learners grasp grammatical structures earlier compared to others. The Input hypothesis argues that “humans acquire language by understanding messages” (Krashen, 1985, p. 2). Finally, the Affective Filter hypothesis declares that “mental block can be a barrier” (McLaughlin, 1987, p. 51) to second language acquisition; consequentially, to acquire their L2, learners have to be placed in a relaxed atmosphere without being embarrassed or ashamed.

One of the world recognized approaches that can provide this type of educational environment is a Montessori school. Many children have been positively influenced by this method, which rigorously stresses children’s individuality and right to develop and nourish in the best possible way (Kayılı, 2018; Lillard, 2013). The Montessori approach is based on several fundamental principles, and one of its essential beliefs is that children learn best when their environment supports their natural interests and abilities for obtaining new knowledge (Guterk, 2004).

American Montessori Schools

Maria Montessori had developed her method at the beginning of the 1900s working with children with learning disabilities in Rome. In 1911, the Montessori approach was embedded in the American mainstream (Whitescarver & Cossentino, 2008). However, due to Dr. Montessori’s unwillingness to give responsibilities to her supporters and due to some financial difficulties, she suspended all American Montessori training courses in 1917 and closed down the American Montessori Education Association (Powell, 2009). By 1920s, the Montessori movement had vanished in the USA.

In the 1950s, the Montessori approach where young students learned foreign languages and advanced math was revived as an academic alternative to the play-based American preschools (Powell, 2009). In 1960, the American Montessori Society (AMS) was established as the sole representative of the Association Montessori Internationale

(AMI) in the United States, with exclusive authority to set up and manage Montessori teacher training programs (Whitescarver & Cossentino, 2008). By 1993, one-third of the most extensive US educational system offered the Montessori curriculum (Duax, 1994). In 2005-2007, there were about 250 public, 110 charter, and 3,900 Montessori schools (Powell, 2009).

Nowadays, the Montessori approach is going through a “third wave” (Kayılı, 2018, p. 6) of exhaustive interest in the USA. In the last ten years, American public Montessori schools have expanded to over 500 schools (Debs & Brown, 2017). According to Debs (2016) in 2012–2013, in 300 of these schools, 54% of students were students of color, comprising Black, Latino, Asian, Native American, Pacific Islander, and multiracial students” (p. 2). Moreover, based on the 2015-2016 Private School Universe Survey, there were 3,449 private Montessori schools with 126,362 students, 34.4% of whom were students of color, including Hispanic, Indian, Asian, Black, and Islander (Broughman, Rettig, & Peterson, 2017). California, Michigan, Arizona, Texas, Ohio, and Florida are the states with the highest concentration of public Montessori schools (Kayılı, 2018).

Methodology

A qualitative research method was used in this exploratory case study, which took place at a private Montessori school in Florida. The data were collected using semi-structured interviews with five immigrant parents and two focus groups that included six Montessori teachers and ten immigrant students from Lower and Upper elementary classrooms. The research data was analyzed using six phases of thematic analysis procedure (Braun & Clarke, 2006). For ethical reasons, the research participants presented in this paper were given pseudonyms.

Maria Montessori’s Approach

A well-structured Montessori classroom allows children independent learning through an environment that is prepared, tidy, clean, and organized by the teacher and full of exciting stimuli and materials to enable children to flourish (Stapleton, 2014). Duckworth (2006) argued that “Montessori schools strive to foster confidence and independence in their students” (p.40). Each classroom has to be adjusted to the children’s demands, with chairs and tables easily moved around so students can move freely during their lessons. Damaged materials should be replaced with new ones. Spending time in such an environment encourages learners to achieve high results (Ghaffari, Kashkouli, & Sadighi, 2017). The following reflections from the research participants highlighted these Montessori strategies:

Teacher 3: “All Montessori lessons are marked and organized. All subjects linked together.”

Teacher 4: “While Montessori classrooms use self-directed activities and hands-on or learning games, this helps students learn at their own pace and interest.”

Teacher 2: “Montessori has different level lessons so that the children can choose to challenge themselves or remain where they are comfortable.”

Maria Montessori studied the changes of the human mind during different periods and stated that, while growing, children’s psyche changes but their mind remains the same (Montessori, 1949). She noted that during the first six years of their lives, children have sponge-like brains soaking up the information from the environment, focusing her approach mainly on this period that she called an absorbent mind stage. During this period of life, children can learn any language and develop a culturally related identity without even realizing it (Gutek, 2004). Besides, the role of Montessori teachers is not to disrupt children’s absorbent mind during this learning process since disruption might stop the student’s natural development (Montessori, 1949). They have to become friendly in regards to error correction since constant correction would decrease students’ motivation, interest, creativity, and critical thinking (Duckworth, 2006).

Montessori teachers never correct mistakes, and the classroom design and control of errors are factors that support students’ growth. The learners’ goal is to find out errors and fix them on their own. The research participants specified:

Teacher 1: “The Montessori philosophy focuses on the student as an individual, using his/her strengths to support their weaknesses.”

Teacher 3: “A Montessori school is a world-class school with the highest standards. Our school is vibrant, interesting, and can keep any student engaged with Montessori tools. The main goal in Montessori is to give independence and responsibility to the child. Using visual, the students can teach themselves along with a control; students are taught one-on-one at the lower level”

In a heterogeneous three-year age Montessori classroom, discipline and freedom work together. Three-year grouping is an essential element of any Montessori school (Kayılı, 2018). Older and knowledgeable students play the role of teachers for younger students. When students are not working with teachers, they might work with their peers. Children respect each other and do not intervene unnecessarily. Being satisfied with themselves, students are disciplined and polite; they have manners and are willing to respect their peers, teachers, and the environment (Duckworth, 2006). The Montessori classroom freedom with specific rules to be complied with poses an

opportunity for students to choose the materials, who to work with, as well as where and how long to work with the selected content (Ghaffari, Kashkouli, & Sadighi, 2017). This discipline must be gained through Montessori students' independence and their responsibility for learning progress.

Montessori educators do not punish or praise students at any time: "Children, whose moral sensitivity is developing normally, demonstrate spontaneous discipline, continuous and happy work, and social sentiments of help and sympathy for others" (Gutek, 2004, p.58). Teachers are guides, facilitators, and observers who respect and trust their students, know each student's level of development, and help them succeed (Ghaffari, Kashkouli, & Sadighi, 2017). They are an essential part of an educational process that focuses on students' learning, not on teachers' teaching. They encourage learners to fulfill vital requirements, create simple lessons with the learners' individual weekly/monthly plans, prepare their own short talk time presenting lessons or new materials, and maintain students' independence (Duckworth, 2006). All interactions with students in Montessori schools are respectful with a big concern for children's emotional and social development and their individualities (Kayılı, 2018).

Teaching a Foreign Language in the Montessori Classroom

Teacher 3: "Language acquisition happens through meaningful interaction in the language. We know this first from a child first language learning. The child first understands things that are most immediate and needed in his or her environment, then responds to them, then uses them. This is why a child is able to ask for 'milk' before he can discuss politics."

Teacher 4: "Montessori practice for ESL children are different from other schools by fostering individuality as opposed to competition and comparisons to other students."

Dr. Montessori did not generate any specific concepts for learning L2 (Stapleton, 2014). Nevertheless, her method for learning a mother tongue -one that integrates a combination of diverse natural approaches- is well recognized around the world. The Montessori approach shapes the chronological sequence of language acquisition, which complies with Krashen's (1981) theory. As supported by Chomsky, Piaget, and Vygotsky, Maria Montessori believed in the significant role of a friendly and supportive educational environment as a fundamental principle of students' natural development. Research demonstrates that Montessori schools offer a variety of activities that teach students how to deal and cope with different problems (Kayılı, 2018), supporting the results of the current study. Parents claimed:

Parent 1: "Teachers and school staff always help students overcome any language fears that they may bring with them."

Parent 2: “Our school has a unique way of teaching, which is great. School is wonderful and had helped my son in every type of way to break any tear he had. My son loves all the educational experiences... The great help of teachers and helpers had made an amazing change to him.”

Parent 3: “Clean environment, great care, love their students, and overprotective.”

Terrell’s (1977) research also suggested classroom activities based on communication with no speech corrected errors and students’ responses in L1. According to Ghaffari, Kashkouli, and Sadighi (2017), the Montessori approach offers ESL students a student-centered approach to learning, an environment that lowers learners’ anxiety and independent learning opportunities. According to current research, the Montessori method is being defined as a progressive method of teaching ESL students (Ghaffari, Kashkouli, & Sadighi, 2017).

Teaching a language in the Montessori classroom involves productive and receptive skills through a three-period lesson using nomenclature cards that can be simply memorized and used in a variety of different ways, physical movements, and unstructured communications. The three-period Montessori lesson consists of: 1) “Introduction/naming” part, when the teacher holds an object/ a nomenclature card and pronounces its name; 2) “identification/recognizing,” when the teacher asks a students to point at this object /a nomenclature card verifying learners’ understanding; 3) “cognition/remembering”, when the teacher asks a question such as “What is that?”. In case learning causes any difficulties, the lesson can be postponed and repeated as many times as needed. This technique can be applied across any subject of the Montessori curriculum (Stapleton, 2014).

A three-part lesson is a communication between an educator and a student conducted in a comfortable Montessori environment. In an ideal scenario, it leads to the natural absorption of a target language. This type of language learning strengthens the vocabulary from simple words to more complex phrases. Moreover, an essential point for foreign language acquisition is correct pronunciation that releases anxiety in the natural Montessori learning environment (Ghaffari, Kashkouli, & Sadighi, 2017). Meeting individual learners’ needs is another factor for supporting students within the Montessori classroom since teachers work with small groups or one-to-one, based on students’ needs (Kayılı, 2018).

The heart of a Montessori program is the three-hour uninterrupted morning work cycle. During this time, students decide what work they will do based on the weekly/monthly plans created by teachers. They find work that interests them. Teachers at this time might give a three-part lesson to an individual child or a group of students. Supporting this impression, the study participants assumed:

Teacher 3: “The routine is a 3-hour work cycle every day. Students are given extra time to process the new language they are learning. The ESL students are also aware of a peace table when frustration happens.”

Teacher 5: “The Montessori philosophy supports ESL students by centering its education on the individual child. Most important is to not interrupt the 3-hour uninterrupted work period in the morning by any scheduled or required lessons!!! Without that, we do not have a Montessori but rather a very nice language school.”

Student 3: “[How does your teacher help you if you do not understand something written or spoken in English?] She works only with me and slowly explains how to do lesson... always gives examples.”

The Montessori Method proposes essential support to ESL students by connecting presented terms to the abstract concepts. The Montessori reading program contains four parts: 1) Phonetic, mastered through sounds and the Movable Alphabet; 2) visuals, learned through matching pictures with objects, a box with blue plastic vowels and pink consonants, and with phrases and sentences; 3) reading comprehension; and 4) reading for meaning. Stapleton (2014) specified that concrete materials and visuals support learners in making connections with abstract concepts and increasing the opportunity for learners to be involved in interactions using Montessori materials. Studying if hands-on manipulatives help adult ESLs to acquire the second language, he found that students displayed improvement in comprehension, vocabulary development, and oral proficiency. The teacher-participants of the current study supported these findings:

Teacher 1: “It is easier to teach the targeted language using Montessori materials. Color tablets, geometric cabinets, sandpaper letters, and the farm, skip chains...”

Teacher 4: “Teaching ESL students, I encourage them to use supplemental visual aids like pictures, videos, and actual objects related to the subject. Lessons are given across the full range of subjects, so the children learn the vocabulary for math’s, science, and history.”

Nevertheless, it is essential to understand that Dr. Montessori did not create any methodology for teaching English or another language as a second language, as it was mentioned above. Many of the educational organizations and teachers just found this approach to be suitable for L2 learners due to the method’s student-centered and organized learning environment with multi-sensory and hands-on manipulatives and the ability to work with a small group of students or one-on-one. In addition, one of

the teachers in this study mentioned an immersion language focus as a means of enhancing the teaching of English as a second language in the Montessori classroom. She stated:

Teacher 6: “There should be two teachers; each teacher speaks their own language in the classroom at all times... I used to work at a Montessori school that had three classrooms: Toddler, primary, and elementary. In each classroom, there were one English speaker and one native Spanish speaker. A native speaker is key in introducing the best bilingual programs. The children would quickly become proficient enough at understanding each adult, and it would be amazing to see how much they will understand and speak in each language by the end of the year.”

Conclusions

After studying the experience of immigrant children in one Montessori school, it can be concluded that the Montessori approach offers students an alternative learning experience with a welcoming environment and a relaxed atmosphere. Teachers’ positive attitudes and a supportive staff make ESL children less stressed while allowing them to overcome educational or emotional drawbacks. Personal interest in every child is vital. However, on the research side, there was no evidence of immersion techniques cited by some of the research participants. Further research, both quantitative and qualitative, is needed to add to the field of how language immersion techniques support ESL students in the Montessori classroom.

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Socialización Bilingüe Infantil en Galicia: Utilización de Apelativos en Un Aula de Educación Infantil

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Siguiendo la línea abierta en el anterior Coloquio, en este trabajo presentamos otra pequeña parte de mi tesis doctoral sobre socialización bilingüe infantil en Galicia (Duranti, Ochs y Schieffelin, 2014; Ely y Berko Gleason, 1996; Kulick y Schieffelin, 2006; Ochs y Schieffelin, 1995), atendiendo a un aula de Educación Infantil durante dos cursos escolares (2015-2016 y 2016-2017) para observar y analizar los diferentes usos que hace la profesora de los apelativos dirigidos a los niños dentro de una rutina escolar denominada Tempo de Asemblea, durante la cual se organiza el resto del día y se realizan ciertas actividades de carácter alfabetizador.

Palabras clave: Bilingüismo, socialización, escuela, etnografía interaccional, estrategias discursivas.

Introducción

A modo de recordatorio, pues este trabajo está ligado al de la pasada edición de este Coloquio, comenzaremos volviendo a presentar al grupo de estudio y su situación etnográfica; la tesis doctoral de la que parte esa comunicación es sobre socialización bilingüe infantil en una escuela gallega, concretamente en la ciudad de Vigo, zona de habla mayoritariamente castellana; el colegio en el que se realizó el trabajo de campo es una escuela pública y la clase estudiada pertenece al ciclo escolar de Educación Infantil, más concretamente el curso de 4 años (2015-2016) y su evolución en el siguiente, de 5 años (2016-2017). Esta clase estaba compuesta por un total de 25 niños¹, de los cuales solamente dos provenían de familias bilingües español-gallego; la profesora impartía las clases en lengua gallega, aunque con alternancias en castellano, siendo este el único input en gallego que muchos de estos niños recibían.

El trabajo de campo consistía en la observación semi-participante, grabación en audio y posterior transcripción de esas grabaciones, analizadas desde un punto de vista interpretativo-interaccional; todo esto acompañado de material fotográfico de las aulas, pues estos espacios jugaban un papel fundamental en el desarrollo de la jornada escolar, como veremos, y abundantes notas tomadas en el momento de realizar esas grabaciones. Para este trabajo se emplearon un total de 16 grabaciones, 12 pertenecientes al curso de 4 años y 4 al de 5 años.

A continuación presentaremos en qué consiste esta rutina escolar del *Tempo de Asemblea* para encuadrar la situación de la que se obtuvieron los datos y, seguidamente, analizaremos esos datos, esa utilización de apelativos por parte de la profesora, para conocer sus usos y estrategias comunicativas que, adelantamos, están muy relacionadas con las llamadas de atención y la cortesía positiva.

El Tempo de Asemblea

Esta rutina escolar, como dijimos anteriormente, es la más importante, pues durante ella tienen lugar actividades como la organización del resto de la jornada, anuncios por parte de la

¹ Empleamos el término *niño(s)* para referirnos al conjunto de la clase, incluyendo ambos géneros.

profesora y algunas tareas conjuntas de carácter alfabetizador, como son las pictografías en el aire de las letras del nombre del niño encargado o la proposición de palabras que comienzan por una letra determinada (para saber más de ambas actividades, véase Díaz Ferro, 2017 y Díaz Ferro, 2018, respectivamente).

A lo largo de una jornada escolar de Educación Infantil suceden muchas cosas, pero decidimos centrar nuestro trabajo en una rutina debido a que son estas pautas repetitivas las que pueden llegar a crear las bases de la socialización de los niños (Hymes, 1964); nos centramos en esta concretamente debido a su importancia ya señalada. La mecánica de su funcionamiento es similar en ambos cursos: los niños entran en clase, se preparan y se sientan en la zona del aula ya conocida como *aseamblea*; una vez situados, comienza esta rutina. Durante ella indican en el encerado la fecha del día, escogen al niño o niña encargado del día, pasan lista y realizan las dos actividades conjuntas que mencionamos anteriormente: la pictografía en el aire de las letras del nombre del encargado, guiados por la profesora tanto verbal como gestualmente, y la proposición de palabras que comiencen por una letra o sílaba determinada, teniendo en cuenta el nombre del encargado.

El conjunto de normas, tanto explícitas como ya implícitas para los niños durante este *Tempo de Asemblea*, conforman el núcleo de las pautas de socialización que estudiamos en la tesis doctoral de la que parte este trabajo, de ahí que señalemos, como ya hicieron otros autores (Berko Gleason y Weintraub, 1976), el papel central que tienen las rutinas en la socialización infantil.

Análisis de los Datos

Los datos analizados proceden de un total de 16 transcripciones, 12 pertenecientes al curso de 4 años (2015-2016) y 4 al de 5 (2016-2017); la búsqueda de apelativos se hizo a través de las transcripciones hechas de esas grabaciones y son presentados en este apartado de análisis atendiendo a las dos funciones principales de las que hace uso la profesora. En la tabla que presentamos antes de dar comienzo al análisis (Tabla 1) mostramos las ocurrencias totales de cada apelativo, así como de cada curso, pero en los fragmentos que posteriormente vamos a mostrar para ejemplificar los usos que hace la profesora no aparecerán todos, pues solo traemos los más relevantes.

Como observaremos en la tabla, el uso de apelativos es mucho mayor en el curso de 4 años que en el de 5, por lo que una primera conclusión sería la menor necesidad de reconocimiento y focalización que necesitan los niños a medida que van creciendo. Los apelativos más usados en ambos cursos se corresponden con una categoría física (ser guapo o guapa), frente al menor uso del otro tipo de estas formas, que se relaciona con una característica que tiene más que ver con la madurez de los niños (ser mayores); referido a estos últimos hay que señalar que aquí entra en juego el componente lingüístico de la profesora, de ahí que haya la división entre *mayor* (castellano) y *maior* (gallego). Después presentamos algunos de estos apelativos en los fragmentos transcritos acorde con la función y el uso que la profesora les da, que son principalmente dos: como reforzadores de la imagen positiva de los niños (cortesía positiva) y como partículas para enfatizar las llamadas de atención.

Tabla 1. *Apelativos recogidos*

Apelativo	Ocurrencias en 4 años	Ocurrencias en 5 años
Guapo	9	5
Guapa	15	2
Mayor	7	0
Maior	7	0
Total	38	7

Cortesía positiva

Una breve noción sobre la cortesía, campo estudiado por Goffman, quien defendía que cada persona es un *actor* que emplea diferentes *personajes* a lo largo de las interacciones de su vida cotidiana (1967); Brown y Levinson (1988) le suman las imágenes, positiva (ser aprobados por los demás) y negativa (libertad de acción), de ambos participantes en el intercambio. En un aula de Educación Infantil este aspecto de la cortesía es fundamental, principalmente la defensa o refuerzo de las imágenes positivas de los niños, pues es cuando están dando sus primeros pasos a la hora de exponerse delante de sus pares. Para contrarrestar los posibles ataques a las imágenes de los participantes, Kerbrat-Orecchioni (1996) nos habla de los Actos de Refuerzo de la Imagen (ARI), los cuales conformarían esas estrategias de refuerzo; en este trabajo en concreto, veremos cómo la profesora se centra en salvaguardar la imagen positiva de los niños mediante estos apelativos.

En este apartado, la mayor parte de los apelativos usados se corresponden con los pertenecientes a la categoría del físico; como podemos ver en los siguientes fragmentos (fragmentos 1 a 6), la profesora los emplea para reforzar la imagen positiva de los niños frente a sus compañeros cuando realizan alguna tarea o empiezan una acción que está bien.

Fragmento 1; tr. 7-4 años

326 M.: muy bien xx ↑
 327 muy bien →
 328 *aplauso para xx* →
 [A clase aplaude durante 4 segundos]
 →329 M.: {[p] muy bien *guapo*} ↓

En este primer fragmento uno de los niños de clase realiza con éxito la tarea de escribir una palabra, propuesta anteriormente por él mismo, en el encerado y, una vez que lo hace, la profesora pide un aplauso para él, método también de refuerzo de su imagen positiva, así como le agradece y vuelve a reforzar (l. 329) su imagen mediante el uso de ese apelativo *guapo*, con un tono *piano* y una entonación descendente que señala además el final de ese refuerzo.

Fragmento 2; tr. 8-4 años

96 M.: *non* (xx) tes *que* agardar .. ↑
 →97 *a ver se:: a ver* si lo consigues *guapo* →

<3>

98 M.: quen máis ten *ene* no seu [nombre]? ↓

99 Ns.: [yo:::]::

100 [yo yo yo]

101 M.:xxx *vén* →

<2>

[A nena érguese para repasar camiñando a letra <N>]

→102 M.: muy bie::n xx muy bien *guapo* →

103 podes *sentar* ↓

Aquí podemos comprobar cómo, en una misma secuencia, la profesora vemos que hace referencia en dos ocasiones a niños distintos (l. 97 y 102), mediante el mismo apelativo (*guapo*); en la primera de ellas es usado como una fórmula para dar ánimos al primer niño para que consiga esperar a que sea su turno. En la segunda está usado completamente con la finalidad que presentamos en este apartado, reforzador de la imagen positiva de ese otro niño, que acaba de completar la tarea que estaba haciendo (repasar con los pies la letra <N> en el suelo).

Fragmento 3; tr. 9-4 años

384 M.:muy bien xxxx →

385 muy bien →

386 venga →

→387 gracias *guapa* →

En este tercer fragmento, la profesora emplea (l. 387) el apelativo hacia una niña a la que le agradece que recogiera un objeto que cayera al suelo a la vez que la imagen positiva de esta niña queda reforzada frente a sus compañeros, pues acaba de servir de ejemplo de una buena conducta.

Fragmento 4; tr. 15-4 años

34 M.: moi ben xxx podes *sentar* xa →

35 *vale?* ↑

→36 gracias *guapa* ↓

.

.

.

233 M.:*bravo* xx →

234 muy bien →

→235 puedes sentarte *guapa* ↓

En este nuevo fragmento, tenemos un uso doble del apelativo (l. 36 y 235) con la misma función, reforzar positivamente la imagen de dos niñas en dos momentos distintos de la jornada escolar. En el primero de ellos, la niña acaba de escribir una palabra en el encerado y al finalizar, la profesora le agradece la colaboración así como pone de manifiesto, una vez más, que esta acción está reconocida de forma positiva mediante ese apelativo (l. 36). En el segundo caso la situación es similar, pues es otra niña la que acaba de concluir su colaboración y recibe por parte de la maestra ese refuerzo (l. 235) positivo a través de esa forma cariñosa.

Fragmento 5; tr. 1-5 años

684 M.: muy bien xx →
→685 muy bien *guapo* ↓

Como vemos, la profesora emplea también en el curso de 5 años estos apelativos con el mismo sentido de reforzar positivamente la conducta, en este caso, de un niño (l. 685), reforzando así la imagen positiva de este frente a sus compañeros, cuando, como es esta situación, colabora de forma satisfactoria.

Fragmento 6; tr. 17-5 años

90 M.: *su:bes* .. →
91 y: ba:ixas ↓
→92 vale xx? .. *gracias guapo* ↓

En esta ocasión tenemos un fragmento correspondiente al curso de 5 años en el que podemos observar cómo la profesora agradece y refuerza positivamente (l. 92) la imagen positiva de un niño que acaba de realizar correctamente una actividad (concretamente la pictografía de una letra) delante de sus compañeros.

Llamadas de atención

A continuación vamos a presentar algunos fragmentos (7 a 14) para ejemplificar este otro uso que hace la profesora de los apelativos, como enfatizadores de las llamadas de atención, aunque también podrían ser entendidos como suavizadores de estas, debido a ese matiz cariñoso que suelen aportar. La diferencia, en el corpus que manejamos, entre entenderlos como enfatizadores o como suavizadores reside en el tono empleado por la maestra; los casos que presentamos a continuación pertenecen al primero de los grupos, pues suelen ser producciones secas que acentúan ese carácter de “bronca” y seriedad que busca la profesora.

Fragmento 7; tr. 7-4 años

54 M.: xa te dixen *antes* que non quero berros na *clase* ↓
55 despois non tes *recantos* porque a *profe* di as cousas unha *vez* ↓
→56 vale *guapo* →

En este primer fragmento, la profesora le llama la atención a un niño y directamente le explicita cuál es el castigo debido a su mal comportamiento, aumentando la seriedad del momento (l. 56) a través de la forma apelativa más usada por ella (*guapo*), precedida de un confirmador de la información.

Fragmento 8; tr. 7-4 años

148 N?:(xx)
→149 M.: xx *trae* el lacito *guapa* ↓

En esta ocasión, una niña está jugando con un lazo que trajo de casa y la profesora le llama la atención (l. 149) aumentando la severidad de la misma mediante ese apelativo (*guapa*), que le imprime un carácter más serio, además de acompañar esta secuencia con un diminutivo en castellano (lacito).

Fragmento 9; tr. 7-4 años

319 M.: *te ocorre algo* xx? .. ↓

→320 *puestate* tranquila *eh guapa cruza* las piernas *como* los demás ↓

321 *te pones igual que* los demás *eh?* ↑

En este último fragmento, que se corresponde a la misma transcripción que los dos anteriores, la profesora le llama la atención a otra niña que no está sentada siguiendo las normas de la asamblea y para imprimirle mayor severidad de nuevo emplea el apelativo ya visto (*guapa*), insertado en el enunciado central (l. 320) de la llamada de atención.

Fragmento 10; tr. 8-4 años

330 M.: {[f] xxx} *non estás mirando para a asamblea* ↓

331 *se non te interesa estar aquí* .. ↑

332 *non quero que* estés na *clase eh?* ↑

→333 *vale guapa?* ↓

En el siguiente fragmento una niña no está prestando atención a la tarea conjunta que está teniendo lugar y la profesora le llama la atención (l. 330-332), reforzando (l. 333) la seriedad de la misma mediante el empleo del apelativo (*guapa*) y de una juntura tonal final descendente.

Fragmento 11; tr. 9-4 años

480 M.:xx *que te ocorre?* ↓

481 {[f] *te ocorre algo* xx?} →

482 xx: na

483 M.: {[f] *pues tranquilo eh si quieres ir al patio*} ↓

→484 *siéntate guapo* ↓

En este fragmento la profesora le llama la atención a un niño que no está quieto durante la actividad de la rutina y, empleando un tono más fuerte, comienza la amenaza del castigo que finaliza en el siguiente enunciado (l. 484), sumándole una orden y ese apelativo (*guapo*) ya visto, seguido de una juntura tonal final descendente.

Fragmento 12; tr. 1-5 años

74 M.: xx

→75 *o monopatín despois pero ahora estamos na clase Eh guapo* ↓

<1>

76 M.: *está claro?* →

77 *vale* ↓

En otra ocasión, un niño tiene en sus manos un juguete y está distraído con él, por lo que la profesora le llama la atención, que acentúa al usar el apelativo sumado a una juntura tonal final descendente (l. 75); por si esta llamada de atención no es suficiente, después de una breve pausa de 1 segundo, la maestra emite dos preguntas que ayudan a acentuar la seriedad de la situación.

Fragmento 13; tr. 1-5 años

- 417 M.: *vale* xx .. *porque creo que non estás tomando tumbado o sol a que non?* →
 418 pues bien *sentado eb?* →
 419 *porque creo que é a segunda vez que cho digo a seguinte* ..↑
 420 *te quedas sin recantos* ↓
 →421 *vale guapo?* ↓

Nuevamente un niño no se está comportando según las normas de la asamblea, concretamente no está bien sentado, y la profesora emplea cinco enunciados para llamarle la atención e indicarle el castigo al que se expone si no corrige su comportamiento; todo ello aumentado al usar el apelativo final (l. 421), que le otorga un grado extra de seriedad a esta llamada de atención.

Fragmento 14; tr. 15-5 años

- 71 xx: *bbb*
 [A nena bocexa en alto]
 <1>
 →72 M.:e- xx .. *eso non se fai no medio da asamblea eb guapa*↓
 <1>
 73 M.: tes *que* poñer a man diante {[ac] si *non* eres *capaz*} te vas *para* o *baño* ↓
 <1>
 74 M.: *vale?* *eso é unha falta de educación moi fea* ↓

En este último fragmento, una niña bosteza en medio de clase y la profesora le hace saber que ese comportamiento no es el adecuado, acentuando esta llamada de atención (l. 72) a través del apelativo que estamos viendo; a continuación, para suavizar esta situación, continúa explicándole cómo hacer para corregir ese mal comportamiento en futuras ocasiones.

En cuanto al otro apelativo usado por la profesora, *maior/mayor*, el uso mayoritario de este se da también en las secuencias de llamada de atención, de lo que podemos sacar una implicatura conversacional del estilo: “ya no somos niños pequeños de 3 años, sabemos comportarnos como mayores”. A continuación mostramos un par de casos de este uso (fragmentos 15-17).

Fragmento 15; tr. 2-4 años

- 208 xxx:quiero *sentar en* la *asamblea*: ↑
 209 M.:non
 210. *porque non estabas cumplindo as normas da asamblea* ..
 →211: cando ti saibas *ser maior para* *cumplir as normas da asamblea* ↑ *poderás estar aquí*..

Una niña no se comporta siguiendo las normas y la profesora le llama la atención empleando ese apelativo (l. 211) con la intención de retarla a que se comporte como una niña mayor, ejemplo a seguir.

Fragmento 16; tr. 7-4 años

- 157 M.: *no no no no* →
 →158 en la *asamblea así* si *que- no hay- no hay baño en la asamblea eb* .. *que xa somos maiores*

para aguantar- un ratito sen facer pis ↓

En esta ocasión la profesora se refiere al conjunto de la clase para indicarles que, como ya son mayores y ya no tienen 3 años, pueden esperar a ir al baño (l. 158), que es lo que hacen los adultos cuando están en algún tipo de actividad.

Fragmento 17; tr. 1-4 años

→51 M.: *somos supermayores xx?*

52 *a ver que guapa estás de mayor*

53 *a ver .. ponte de mayor guapa*

En este último fragmento, la profesora emplea diversos apelativos para “retar” a esa niña a que se comporte bien, secuencia que empieza a través de una llamada de atención (l. 51) que luego suaviza con ese reto (con esa implicatura conversacional).

Conclusiones

La primera conclusión que obtenemos es obvia: Los distintos usos que la profesora, en función de la situación, hace de estos apelativos, bien para reforzar la imagen positiva de los niños, bien para enfatizar las llamadas de atención. El uso de estas formas puede recordar a ciertos rasgos de la famosa *baby-talk*, haciendo más simple el lenguaje y suavizando los momentos más abruptos de las interacciones mediante suavizadores.

Otra conclusión que obtenemos, atendiendo al número de apelativos recogidos, es que, en el segundo de los cursos, la profesora no necesita estar tan encima de los niños como en el primero, y es que la evolución comportamental de estos es muy positiva: ya conocen las normas de la clase y del funcionamiento de las actividades y por tanto no son necesarias tantas llamadas de atención; respecto al refuerzo de la imagen positiva mediante formas cariñosas, este no es tan necesario debido a que los niños son más maduros y cometen menos equivocaciones, por lo que la defensa de la profesora no es tan necesaria.

Como vemos, la evolución de los niños es más que evidente si nos fijamos en el descenso de veces que la profesora emplea esta estrategia, tanto para controlar su comportamiento (llamadas de atención) como para reforzar sus imágenes positivas (cortesía positiva).

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A Case Study of How Multilingual Communication Comes to Play At Work

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This article intends to describe the phenomenon of ‘preference organization’ (Pillet-Shore 2017; Clayman 2002; Heritage 1984; Lerner 1996a; Pomerantz 1984; Robinson 2004; Schegloff 2007) from the study of interpreting practices in international work environment in China. Through analysis of a series of data drawn from a corpus of naturally-occurring conversation at work, I have examined the way interactants from different cultural and linguistic backgrounds sustain “social solidarity” and ensure the progression of ongoing professional activity. I will therefore focus on transition moments toward improvised interpreting using English as a Lingua Franca.

Keywords: Conversation analysis, improvised interpreting, multilingual interaction, professional settings

Introduction

Recently the management of language diversity in multinational and international companies has become a controversial topic, and scholars and researchers in international management and business have been inspired to work on it. However, despite the attention focused by scholars on language issues in professional contexts, language diversity at work has not received wide-ranging attention in the literature. Some key studies of how companies deal with language issues have yet to be carried out. Research focused on “language barriers” and on the way individuals develop solutions to manage them has described the phenomena of language in business encounters in several ways, such as “the forgotten factor” (Marschan-Piekkari et al., 1997), “the management orphan” (Verrept, 2000, in Feely & Harzing, 2002) or “the most neglected field in management” (Reeves & Wright, 1996). As Feely and Harzing (2002) point out, these terms are entirely justified if we look at the research published over the past two decades. A simple search on the web shows how small is the number of articles treating “language” as a topic in management and business studies. However, the most recent research in this field has shown a growing interest among scholars and researchers from various countries (Barner-Rasmussen & Björkman, 2007; Borzeix & Fraenkel, 2001; Piekkari et al., 2013; Tietze, 2008). Yet, after thorough examination we have identified one particular approach to language diversity in international management and business encounters, which –to our surprise– has not caught the attention of the academic community.

The present paper sets out to contribute from a phenomenological standpoint to the work focusing on “language barriers” in international contexts. By studying the management of multilingualism through the way individuals adjust their language resources in order to ensure adequate inter-comprehension, and effective transmission of information, I will examine organized practices by means of which solidary relations are maintained among individuals engaged in the interaction. Thus, the present research offers a procedural approach to how individuals tend to achieve and maintain “social solidarity” (Clayman, 2002; Heritage, 1984) even when they do not share the same linguistic and cultural background. I will therefore focus on transition moments toward improvised interpreting and on how interpreting can take place the moment the main speaker halts his/her ongoing turn-constructural unit.

Preference Organization and Social Solidarity

Researchers in conversation analysis have dedicated extensive study to preference organization. In Brown and Levinson (1987) the term is defined as the “phenomenon that, after specific kinds of conversational turn, responses are often strictly non-equivalent: one kind of response, termed the preferred, is direct, often abbreviated and structurally simple, and typically immediate; in contrast, other kinds, termed dispreferred are typically indirect, structurally elaborated, and delayed [Pomerantz, 1984a]” (1987, p. 38). It is well known that preference organization is closely related to social solidarity and the need to save face. Thus, this term refers to a number of methods, which bring about social solidarity and its maintenance or absence in talk-in-interaction. These methods are recurrent and deeply institutionalized features of interactional conduct.

On the basis of the way interactants make accountable preference organization it has been noted that there are specific sequential arrangements demonstrating how they exploit it to suppress and avoid uncooperative actions during interaction. Furthermore, by exploiting the sequential arrangements of communication, interactants can also promote action in a cooperative and harmonious way. Clearly it contributes to develop a large variety of face-preserving actions, which are favorable to the maintenance of social solidarity (Heritage, 1984).

Examination of the structural disposition of talk-in-interaction brings to light the way first turns such as invitations, offers, requests or agreements should be followed by preferred second actions such as acceptance or agreement. Preferred second actions must also be executed immediately after the first actions. Thus, just as a question needs to be followed by an answer, an invitation or offer calls for an acceptance (Heritage, 1984). It is generally recognized that, while preferred actions for invitations, offers, etc. occur immediately after completion or overlapping them, dispreferred actions come late; for instance, in the form of pauses or routine utterances such as “well”, “uh” or “uh well” (Davidson, 1984) prefacing a rejection or disaffiliated response.

A recipient's answer that is delayed, or the total absence of an answer can necessitate modification of prior action. The speaker must review her or his turn in order to resolve the recipient's problem. This action often triggers a cooperative solution from co-interactants in multiparty encounters. It means co-interactants also orient to resolving interactional troubles, even when they are not giving the answer the main speaker is expecting. Thus, interactants display their understanding of "the state of the talk" and ensure progression to the next action (Heritage 1984).

This article will describe the phenomenon of preference organization through study of interpreting practices in multilingual professional encounters. Through analysis of a series of data, I also have examined how interactants from different cultural and linguistic backgrounds sustain social solidarity and maintain the progression of ongoing professional activity. In addition, discussions of "unprojected opportunities" for "opportunistic completion" put forward by Lerner (1996b) have been utilized when looking at sequences where a specific orientation of interpreters towards the progressivity has been noticed.

Foreseeable and Unforeseeable Opportunities for Interpreting

The studies of Lerner (1996a; 1996b) concerning projected and unprojected opportunities for entry into a turn in progress provide significant considerations for approaching the way in which a transition point is identified by the next speaker. Whereas the place for speaking transition is made foreseeable through the deployment of distinct resources such as syntax or prosody, or through a halt in the turn's progressivity, the place for unprojected opportunities remains unpredictable. Obviously, the absence of restricted marks for a recipient to enter into the turn of a prior speaker does not prevent such delays in speaking becoming an opportunity for completion, or other actions. The possibility to enter into a turn in progress and convert it into a new action, for instance into a translation episode, as has been explored in my data, is linked to the sequential structure of turn-constructional units (TCUs), which provides the conditions to make such entries possible. According to Lerner (1996b), the slow-down in the progressivity of talk-in-interaction is not in any case a "restricted opportunity" (Lerner 1996b, p. 258) for another speaker to talk before the end of an ongoing turn, even when his/her talk is delayed. Thus, this phenomenon remains defined as an "opportunistic completion", which describes the action performed by a recipient to enter into a TCU-in-progress and complete it without any projected opening marks.

The examination of interpreting practices as solutions to achieve mutual-comprehension in multilingual professional meetings has enabled me to focus on the unforeseeable point of transition to interpreting, which does not always occur in an organized and anticipated way. Despite the fact that one can identify transition moments towards interpreting, the question regarding how it works within specific conversational points has been difficult. The previous studies mentioned above have inspired me to analyze these particular transitions in terms of the notion of

“opportunistic completion” put forward by Lerner. This article will therefore show how interpreting can take place as soon as the main speaker halts the progressivity of his/her TCU. In the examined data, “opportunistic completions” do not aim at completing ongoing explanations or unfinished utterances, but to open interpreting episodes, which further the achievement of specific goals of interaction. Specifically, by interpreting in another’s turn, opportunistic entries seem to be a way to move without delay toward the expected second segment of consecutive interpreting practice (Sofer 2006, p. 140). Moreover, they are a way to display a gained understanding and a version in another language of prior talk. Thus, interpreting episodes within “opportunistic completion” are also oriented to reestablishing the talk’s progressivity and to reducing the time spent by the main speaker on expanding his/her turn for certain purposes, such as getting more information to ensure comprehension and to prepare the interpreting sequence.

The features of the data, and the phenomenon I am analyzing, have led me to make some conceptual adjustments. Firstly, I will explain the sequential specificity at the beginning of interpreting with the aim to cast light on the complexity of this phenomenon. On the one hand, interpreting accomplishments do not work as part of the prior TCU at the point of entry into a possible completion, but as one that is connected to an earlier part of the main speaker’s TCU. However, this does not alter the fact that interpreting entry into a TCU-in-progress must nonetheless be analyzed as a portion or entire segment of the interrupted turn and “not an opposition to it” (Lerner 1996b, p. 248). On the other hand, I mean by “completion” the co-production of a stream of talk, and its interpretation into a target language. In short, this study refers to the completion of a semantically and syntactically interrupted segment in a source language by an ad hoc interpreter who provides a translation for the uncompleted TCU.

As might generally be assumed, multilingual interactions using an ad hoc or improvised interpreter can occur with certain disarranges for the coordination of talk-in-interaction. Usually these disarranges occur within the management of an interpreting opening. In professional meetings the achievement of the transition between the ongoing talk or segment and its translation entails specific organization of turn-taking and recognition of the initiation point for translation. Certainly it requires an experience that ad hoc interpreters do not usually have to identify and produce interpreting episodes in a sufficiently smooth way. Nevertheless, they manage to exploit the sequential arrangement of talk-in-interaction so as to sustain the progressivity of the segment in course toward its completion in another language. Thus interpreting episodes can take place in different ways, for instance after the main speaker’s turn has finished, or before the end of the main speaker’s turn in progress. In addition, the interpreter can enter into the speaker’s unfinished turn, producing an overlap or disruption and thereby provoking accepted (unproblematic) or refused (problematic) actions. In some cases, the main speaker

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can use sequential markers such as “okay” or “*voilà*” ‘that’s it’, to signal that he/she just closed the prior turn and that the translation can finally start, as we can see in the following examples:

(1) [IT4: 200513]

- 1 GAS what we have to do in an (.) operation point of view (.) so
2 it's Henry's team (.) everyday for the normandy project (.) and
3 just be sure/ (0.1) we know (.) what to do and how to do °it°
4-> (.) OKAY/
5-> WON okay\ ((snap of tongue)) suo yi zhe ge hui ne shi wei rao
so for this meeting is about
6 normandy xiang mu de yun ying kai de jiu shi ZhuQu zhe bian mei
the operation of Normandy project and Zhu Qu team

(2) [OS1: 210314]

- 14 GAS he do a lot of time (.) very beautiful
15 presentation (.) with the:: euh f-(fruits)
16 tatata very:: euh [élégante
stylish
17 SIU [°okay°/ [°okay°/
18 GAS [but ONLY for the big one
20 SIU °okay°/
21 GAS the: expensive one\
22 SIU °°ah°°
23 (1s)
24->GAS voilà\
that's it
25 SIU ta de yi si shi san san (.) zuo san ge bu tong da
he said to make three different size of cheese plate
26 xiao de nai lao pan di yi zhong ke neng jiu san
the first kind with three

But, usually the aforementioned tokens (“okay”, “*voilà*”), used at the end of a TCU and to open translation episodes are completely omitted from conversation. As has been observed in my data, speakers’ unfinished turns can be completed by another speaker engaging in translation action. Then some token is displayed or employed as a transition device prefacing new sequences as has been noted in previous studies (see also the “bridge device”, Merritt 1984, p. 144) and “bracketing or framing device” (Condon 1986, p. 75, in Beach 1990, p. 328). This absence of specific markers in the transition to interpreting episodes reflects an orientation “to preempt emerging actions” (Lerner 1996a, p. 305). This makes it possible both to avoid possible dispreferred organization that can be face-threatening, because of the language competence issues of certain participants, and to promote new actions that contribute to the advancement of the professional meeting.

Completion of the stream of talk to be translated involves acknowledging the significance of interpreting for the performance of the activity and for ensuring each member understands. The necessity of interpreting in different languages creates expectations from co-participants, who by recognizing the particular final component of a turn, display a collaborative attempt to understand. In this way, completion is also used for achieving a precise understanding of the subjects under discussion.

A consideration for analysis is that this practice can also affect perceptions of language competences of participants, as well as of their language identities as monolingual, bilingual or multilingual (Kassis Henderson & Louhiala-Salminen, 2011). In particular, completion by entry into another's turn of a segment in progress highlights not only the ongoing explanations, but also the participants' levels of competence, and the issue of misunderstandings. Therefore, by going beyond previous research focused on monolingual interactions, this article aims to demonstrate how "opportunistic completions" intervene in the accountability of collaborative efforts that participants carry out to sustain the solidary relation.

Data

The data presented here have been drawn from a project on language practices within international workplaces in Beijing. The conversations are recordings of naturally occurring talk-in-interaction, which were recorded and transcribed from June 2013 to June 2014. The participants were all informed of this research before recording began. Most of participants in this corpus speak Chinese as their mother tongue, except for foreign participants who speak mainly English, French or Spanish. This does not mean that they are not able to speak Chinese, but in the course of my observations we have noted that foreign speakers have a preference for using English as a *lingua franca*.

The recorded interactions occurred in work settings such as restaurants, a hospital (not including clinic interactions) and an information technology (IT) company. The various settings allowed us to study a variety of language resources and sequential arrangements involved in the solidary relationship existing among interactants.

Preference organization within the management of multilingual interactions

In this central section I will focus on the specific turn-constructural junctures between two segments of talk in two different languages. By means of these excerpts I will analyze two specific treatments of social solidarity within multilingual interactions using translation practices. The first has interpreting practices at work started by "okay" tokens, which act as projected opportunities to perform the interpreting actions. The second involves unprojected opportunities for interpreting by "opportunistic completion" practices. Opportunistic entries into a

turn-in-progress can sometimes become problematic. In other words, the main speaker can reject entry into his/her turn to start an interpretation before his/her turn is completed, as I will show by some of my examples. In these cases a sequence of disagreement immediately opened after the translator offered to interpret. Despite the apparent difference between these two sequences, they are both representative of the way certain alternative preferred actions are performed rather than others. These preferred actions, even in problematic situations, aim to avoid putting co-interactants into embarrassing situations, which undermine their common work, and the established social relationship.

Projected opportunities for interpreting

On the basis of previous findings regarding the management of participation in multilingual contexts (Mondada, 2012; Traverso, 2012), and on “okay” usage research (Beach, 1990; 1993), this section examines how regularities of “okay” token are employed to signal the closing of a speaker’s prior actions and the movement towards improvised interpreting. In this way, I will study a particular kind of sequence where the “okay” usages become a linguistic device to manage and initiate actions related to the improvised interpreter’s participation:

(3) [IT4: 200513]

- | | | |
|---|-------|---|
| 1 | GAS | what we have to do in an (.) operation point of view |
| 2 | | (.) so it’s Henry’s team (.) everyday for the |
| 3 | | Normandy project (.) and just be <u>sure</u> / (1s) we know |
| 4 | -> | (.) what to do and <u>how</u> to do °it° (.) OKAY/ |
| 5 | ->WON | okay\ ((snap of tongue)) suo yi zhe ge hui ne shi |
| | | so for this meeting is |
| 6 | | wei rao normandy xiang mu de yun ying kai de jiu shi |
| | | about the operation of Normandy project |
| 7 | | ZhuQu zhe bian mei |
| | | and Zhu Qu team |

Gaspard’s (GAS) “okay” (line 4) is prefaced by a short pause and displays both checking understanding regarding the prior segment and a participation shift. Thus, Gaspard offers Wong (WON) the opportunity to open the interpreting segment. After Gaspard’s checking, Wong starts the interpreting by an “okay” usage, which confirms his understanding and his “speaker readiness” (Beach, 1993) to move toward the next action (line 5). Note here the way the token “okay” occurs as a projectable device for code-switching. This is followed by a snap of the tongue with which Wong prepares the way for the Chinese interpreting.

The transition space analyzed here demonstrates how interactants use and exploit “okay” tokens as a resource to organize the talk-in-interaction and signal transition-place points in a marked manner. In this way these tokens also have a part

in the projectability and fulfillment of precedent actions. In addition, they work as a device to move the activity forward in a cooperative way toward its progression. In other words, “okay” tokens show a strong orientation to the co-checking of talk-in-progress within interactions that require a particular mutual-understanding.

Unprojected opportunities for interpreting

When the speaker of whom we request a translation fails in her/his turn-taking, a third participant can provide the translation by preempting the end of the speaker’s turn. In so doing the third participant shows a particular engagement in the progression of interaction, and her/his action helps save the face of the participant who was originally asked:

- (4) [OH: 140314]
- | | | | |
|----|-------|---|------------|
| 7 | JAN | she's concerned so maybe we can sug[gest | |
| 8 | SUY | | [mhm |
| 9 | JAN | >>turn off xxx xxx the lights [xxx save<< | |
| 10 | SUY | | [GOOD IDEA |
| 11 | | (.) good idea | |
| 12 | JAN | +and so can you talk to him about that/
+,,,looks at XIA -----> | |
| 13 | XIA | (well) | |
| 14 | JAN | he contacts Mr Li:: or Jongibao/ +((false start))=
----->+ | |
| 15 | ->NIN | =+jiu na ge bu rang yong de men (.) °na ge°+
is the door which is not allowed to be use
+moves quickly up to down the right hand+ | |
| 16 | | °na ge::° | |
| 17 | XIA | nan men::er/ bu shi nan men
the south door or not | |

In this administrative staff meeting at an international hospital in Beijing, most of the participants speak English, except one who needs a Chinese translation (GAO). The extract begins when Jan is giving a series of arguments in English about the necessity to turn off the lights in one of hospital entrances during the day. Her arguments finish when she asks Xia to give Gao a Chinese translation (line 12) since he is responsible for dealing with the lighting problem. But her first question is apparently not understood by Xia, who fails to provide the translation asked for (line 13). After that, Jane expands her question. Before she completes her turn a third participant, Nin, starts the translation (line 15–16). This completion made by Nin is a way to display her English understanding and ability to provide a Chinese translation. In addition, by immediately giving a translation over the completion of Jane’s English turn, her practice contributes to move forward the transmission of information that will allow the monolingual speaker to understand and provide a solution to the stated problem. At the end of the excerpt, Xia joins in Nin’s

interpreting, and both succeed in collaboratively building a new version of the turn furnished by Jane (line 17).

In contrast to this excerpt, “unprojected opportunities” can trigger off particular forms of conduct that deserve to be analyzed in details.

(5) [OS1: 210314]

6 GAS I think so- s- d- the two: euh little plate (1s)
 7 is normal it's little like café de la poste (.)
 8 you know (we +put) the cheese with salad(e)\
 siu +....eyes looking at down, raises her
 9 [°xxx xxx°
 10 SIU [SO NOW we [can
 11->GAS [no(n) no(n) no(n) wait wait °wait° +
 siu hand to ask for the floor,,,,,,,,,,,,,,,,,,,,-->+
 12 SIU +((laugh))
 +eyes still look at down-->>

In this instance, Siu asks for the floor during the development of Gas's turn. Her action is not perceived by Gas who continues his turn (line 8). Siu seeks to inventory Gas's preceding turn (line 10) within an overlap (lines 9-10) at the moment Gas provides a prosodic environment allowing Siu to enter into his TCU. But Siu's entry into the turn is refused by Gas, who by repeating “no” shows that Siu's action is not wanted at this sequential moment of the turn in progress. This rejection is followed by Siu's laugh which indicates that she is aware this point of entry is inopportune (line 12).

By placing an “opportunistic completion” (any mark for a transition to the next speaker) in the form of translation before the previous segment finishes, the improvised interpreter has an opportunity to bring the interpreting speech toward its immediate end and ensure the progressivity of the meeting.

As we have observed, improvised interpreters treat the progressivity of activity as a priority for the interaction that is going on. The “impedance of progressivity” (Lerner 1996b: 258) provides them with an opportunity to carry out an interpreting entry, which also seeks to provide a useful linguistic service to each member involved in the activity.

Conclusion

So far I have analyzed the way recipients and speakers engage not only in making mutual-understanding possible in multilingual conversations, but also in maintaining the progressivity of talk so as to achieve their professional goals. These analyses suggest that, if recipients are full members of professional activity, this seems to contribute to their particular orientation to the minimization of latency in the progressivity of utterances. By using interactional resources as “opportunistic completion” recipients engage in ensuring a speedier completion of interpreting

speech, by means of two segments (one in a source language and another in a target language). Specifically, using this resource, they bring the interrupted TCU to completion, or in other words they restore in a different way the progressivity of the talk by focusing on the essential content of the segment requiring translation. Once a slow-down of talk, or beat of silence, is perceived by recipients this seems to become an opportunity for attempting an interpretation of the produced source language segment. This does not mean that these disruptions in the progressivity of talk must always be treated as opportunities for completion, but they call for some troubles in the talk to be remedied, specifically those that threaten the participants' face and the progressivity of talk.

Through these data we have seen how improvised translators choose different ways of to achieve the interpretation of English segments. These are by using specific and explicit marks to offer the floor to an interpreter, or by omitting any kind of explicit marks, thus allowing the interpreter to make an early entry to begin the translation. A noteworthy aspect here is the way interactants show themselves to be connoisseurs of building turns, and the specific points where a turn can be finished or anticipated to move to the next action. However, this may also be linked to the special features of individual languages. Maybe further studies taking a cross-cultural approach to the organization of turn-taking, as proposed by Tanaka (1999), could enable one to make distinctions about how speakers orient differently to word order in English or Chinese, for instance.

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Appendix: Key of transcription symbols (Interaction CORpus, 2007; Jefferson, G., 2004)

Verbal

[] mark the beginning and the end of overlap between two locutors
= marks a quick move between two turns (latched speech)
(.) marks the length of the pause, with an accuracy of less than 1 second
(2s) pause lasting by 2 seconds or more
::: mark syllabic lengthening
nou- the hyphen indicates sound 'cut-off'
/ and \ mark the up and down of intonations
°° encloses talk which is produced quietly
underline marks words or syllables which are given special emphasis
>word< Speeded up sounds compared to the surrounding talk
xxx Unintelligible speech
(a::h ; the::) alternative hearings
(it's) parenthesis indicates transcriber doubt or best guess of the words
((description))Transcriber's description

Multimodal

+ + delimit the gestures and the description of actions
+----> mark the continuation of the gesture or the action after the end of the transcript line
+-->> mark the continuation of the gesture or the action after the end of the extract
---->+ mark the continuation of the gesture or the action until the next symbol
>>---- mark the beginning of the gesture or the action before the beginning of the extract
..... mark the preparation of the gesture
----- mark the outcome and the maintenance of the gesture
,,,,,,,, mark the retraction of the gesture

Promoting and Measuring Culturally/Linguistically Relevant Education at a Hispanic-Serving Institution: Lessons Learned, Challenges, Next Steps

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An organizational view of institutional change is used to reflect on the development of an institutional approach to culturally/linguistically relevant education at a Hispanic-Serving Institution. We discuss what we learned during the first years of the five-year project in which a cultural competence survey and a professional development program were created and administered to university faculty. Understanding how to better prepare faculty working with students from linguistically and culturally diverse backgrounds is an urgent issue in higher education. We hope sharing what we learned, the challenges we face, and our next steps will inform similar efforts of other post-secondary institutions.

Keywords: Culturally relevant pedagogy, equity, race, institutional change

National Louis University (NLU), an urban, Hispanic-Serving Institution (HSI) with six campuses throughout the Chicago area, serves 3,076 undergraduate students, 83% of whom are classified as racial/ethnic minority. In particular, Latinx students make up 44% of undergraduates. HSIs, defined by the United States Department of Education as institutions that enroll at least 25% Latinx full-time enrollment, may apply for grants to strengthen institutional programs and services to expand educational opportunities for Latinx students and other underrepresented populations. In 2016, NLU was awarded a federal HSI STEM grant whose purpose is to increase the enrollment, retention, and graduation of Latinx undergraduate students in STEM degree programs. The grant also aims to increase faculty and staff use of culturally relevant teaching and coaching strategies by developing, delivering, and evaluating a culturally relevant pedagogy (CRP) professional development program. In this paper, we share what we have been learning about promoting and measuring culturally/linguistically relevant education, our reflections on the challenges of the work, and our plans for next steps. First, we provide a brief overview of the CRP program. Then, in order to analyze our work and gain perspective on what we are learning, we discuss our project in relation to Bensimon's (2005; 2007) application of organizational learning theory. We conclude with a discussion of the next steps we are planning for year 3 of our CRP program.

Culturally Relevant Pedagogy Professional Development Program

In the 2018 Proceedings of the International Colloquium on Languages, Cultures, Identity in School and Society, the authors (along with our colleague Shaunti Knauth) described the CRP Professional Development program in detail (Flores, Knauth, & Stegemoller, 2018). Here, we provide a brief overview in order to contextualize what we have learned.

The team's initial definition of culturally relevant pedagogy, borrowed from Prater and Devereaux (2009), partly consisted of taking responsibility for learning about students' cultures and communities, and infusing that knowledge into curriculum and pedagogy. Our definition evolved to

incorporate the concept of culturally sustaining practices (Paris, 2012), which strive to encourage students to maintain and develop their unique identities, strengths and talents.

Before development of the CRP program, the second author, who is the director of the HSI grant, led a team to develop a tool to measure the use of culturally relevant pedagogy. The first author developed and led the CRP program. In year 1, the program consisted of an online module, and three one-hour, in-person Lunch & Learns, each consisting of a presentation and small-group discussions. The topics were: 1) What does it mean for NLU to be an HSI?; 2) What is the role of positive campus climate and classrooms in persistence, retention, and graduation?; and 3) What are culturally responsive practices, and what do they look? The Lunch & Learns were open to the entire university and an average of 35 faculty/staff attended each one of them.

In year 2 of the project, Stegemoller, an associate professor in the College of Education, led the development of the program along with Judith Kent, an associate professor in the College of Professional Studies and Advancement. The program was only open to undergraduate STEM faculty in the Undergraduate College, and it consisted of three two-hour seminars that included presentation of information/tools, and extended discussion. During the second year, the first seminar was led by Stegemoller and Kent, and the second two were led by Stegemoller, Kent, and Flores. The topics of the seminars were: 1) Explorations in CRP/CSP; 2) Delving into CRP/CSP and applications; and 3) CRP in action.

Organizational Learning Theory

A major lesson learned is that, although the CRP program began with an explicit definition of culturally relevant/sustaining pedagogy, the approach to faculty development was implicit and loosely based on research (Garet, Porter, Desimone, & Yoon, 2001). In developing a more explicit, research-based approach to faculty development, we are particularly drawn to Bensimon's (2005; 2007) work using organizational learning theory to address and remove institutional barriers to equitable educational outcomes. She views inequitable outcomes for racial and ethnic groups not as a student learning issue, but as an institutional learning issue. Bensimon's (2007) model centers on developing faculty who take action to assess their own practices to make them more equitable, and who are equity-minded, which is a way of thinking that focuses on patterns of inequity in student outcomes. According to Bensimon, equity-minded practice is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. We use these five components of equity-mindedness to inform our discussion of lessons learned below.

What We've Been Learning

In this section we use the concept of equity-mindedness to frame our reflections on the CRP program. Specifically, we discuss three areas: 1) Create awareness of sociopolitical contexts; 2) Recognize and address deficit cognitive frames; and 3) Include underrepresented faculty and staff.

Create awareness of sociopolitical contexts: Race consciousness and systemic awareness

Bensimon (2007) argues that faculty need knowledge of the social context that shapes the post-secondary experience for minoritized students in order to understand how the actions of faculty can contribute to creating inequities. For example, the Spanish language and the cultures of Mexican (González, 2013), Puerto Rican (Zentella, 2000), and other pan-Latin (Suarez-Orozco & Pérez, 2008) background individuals have historically been viewed from deficit perspectives in the United States (Gonzalez, 1990). This type of knowledge is essential in order to critique institutional and societal racist practices that cause inequities, rather than looking to students and their communities for causes.

In year 2, the CRP program included additional content related to developing awareness of sociopolitical contexts. During the second seminar, we shared a graph with statistics showing that Latinx students rank behind White and Black students in educational attainment. We discussed common explanations of this inequity, for example, family income, primary language, and high mobility. Bensimon (2007) refers to these types of explanations as part of the “dominant paradigm,” which views students as autonomous and successful as a result of individual efforts. In contrast, Bensimon’s sociocultural perspective suggests that it is vital to understand outcomes in relation to institutional racism, asymmetrical power relations, and exclusionary practices.

In order to begin discussion of the sociopolitical context of education, we introduced Ladson-Billing’s 2016 article “From Achievement Gap to the Education Debt”. She explains that the term “achievement gap” provides a decontextualized snapshot that focuses on short-term solutions. On the other hand, “education debt” takes into consideration the accumulation of multitudes of systemic inequities and loss of opportunities over many years, yielding solutions focused on root causes. She discusses historical, economic, and sociohistoric debts. For example, she highlighted historical debt by referencing longstanding segregation that has excluded Latinx students from equitable and high-quality education. Economic debt is widespread in the form of deep-rooted inequities in school funding (Griffin, 2017). In 2017, the annual spending per student in a suburban Chicago district with 75% white students, and 25% Black, Latinx and other students, was \$32,278. In another Chicago area suburban district with 77% Black, Latinx, and other students, and 23% White students, the annual spending per student was \$9,699. Sociopolitical debt has come to the fore during recent elections in the U.S. The passing of voter ID laws, claims of voter fraud, and limiting the number and hours of polling stations, etc., “diminish the ability of blacks, Latinos, and Asians, as well as the poor and students to choose government representatives and the types of policies they support” (Anderson, 2018, p. 70). Learning about these societal structures that create historical, economic, and sociohistoric debt is essential in order to critique institutional and societal racist practices that cause inequities, rather than looking to students and their communities for causes.

Recognize and address deficit cognitive frames: Equity advancing

Bensimon (2005) uses the term “cognitive frame” to refer to the lenses through which individuals make sense and understand the world. They “represent conceptual maps and determine what questions may be asked, what information is collected, how problems are defined, and what action should be taken” (p. 101). There can be cognitive frames of equity, diversity, and deficit, and it is important to understand them because they can reveal how inequalities are created, or they can hide inequalities. The three types of frames are described below in terms of orientation, discourse, and strategies.

Equity cognitive frames are oriented toward revealing institutional practices that lead to inequitable outcomes. This orientation creates discourses about institutional responsibility for institutional racism, awareness of white privilege, and racialized practices. These discourses lead to strategies aimed at institutional change and changing cognitive frames. Diversity cognitive frames are oriented toward recognizing racial, gender, SES, religious, and sexual orientation, etc. in the student body. This orientation creates discourses about celebrating diversity, color-blindness, and access, and leads to strategies like workshops, diversity centers, and adding diversity to curriculum. Finally, deficit cognitive frames are oriented toward stereotypical views of students that create discourses that understand student inequities in terms of lack of preparation, motivation, and study skills, which lead to strategies such as remedial courses and programs aimed at fixing students.

In this section, the focus is on deficit cognitive frames, also referred to as deficit-based thinking. Deficit-based thinking was discussed during the second seminar. In order to adequately address the issue with deficit-based thinking and language faculty and staff use to understand Latinx

and underrepresented student development, it is first important to establish a shared definition. According to Rendón, Kangala and Bledsoe (2017), deficit-based thinking “is centered on the grand narrative that parents and Latino communities do not value education, the belief that low-income communities are inferior” (p. 224). Deficit-based thinking among faculty and staff at an institution of higher education is the view that all low-income students are “at risk,” and “marginal learners” (Rendón, Kangala, & Bledsoe, 2017). The concept of access to higher education is often considered to be potentially in conflict with the ideal of academic excellence (Zusman, 2005). This conflict can engender a “deficit” perspective that suggests students from backgrounds not historically well-represented in college enrollments have weaknesses that must be compensated for, rather than unique “funds of knowledge” (Gonzales et al. 2005) that can inform and complement their academic learning. After discussing these issues in the seminar, and coming to an understanding and agreement on the shared definition, we discussed examples with the faculty and staff. In addition to examples, we discussed the potential consequences of deficit-based thinking and language.

After discussing how deficit-based thinking and deficit-based labels can impact Latinx and underrepresented students, it was established that the solution is to practice using a strengths-based language approach when talking to and talking about the progress of the students at the institution such as replacing the word “needy” with “low-income.” We recognize the importance of validating the students and concentrating on their strengths and the diverse knowledge and experiences they can bring to the table.

Include underrepresented faculty and staff: Race conscious and institutionally focused

The inclusion of faculty of color at institutions of higher education is extremely important. Bensimon(2007) argues that the focus of inequitable student outcomes should not be on the student, but on the institutional actors such as faculty and staff. She emphasizes the importance of equity-minded individuals by sharing examples from students of color she interviewed who described an individual in their lives who gave them the resources and confidence to pursue their education. As students are transitioning into college life, faculty of color can often serve as mentors and role models for the students (McClain & Perry, 2017). Faculty of color can be students’ biggest advocates, and in research and interviews done by Guiffrida, (2005), students reported that faculty of color were more willing to offer their time and support including extra tutoring and homework help to encourage their students’ success. At NLU, we understand there is a need to continue to diversify the faculty that teach at the institution, it is in fact an equity issue. As a first step, it was decided to include the second author, a woman of color, to help lead conversations around diversity, equity and culturally relevant practices at the professional development sessions. It was established that it was important that the team leading the discussions be diverse and represent the diversity in the room as well as represent the diversity of the students we serve. The second step is to continue creating awareness around the importance of inclusion of underrepresented faculty and staff at the professional development sessions through enlightening conversations and discussion.

Moving forward, in year 3, we plan to implement a reform PD format (Garet, Porter, Desimone, & Yoon, 2001), and incorporate the above lessons we learned about providing professional development aimed at equity-mindedness (Bensimon, 2005; 2007).

Reform PD Format

One of the most cited studies on effective professional development, carried out by Garet, Porter, Desimone, and Yoon (2001), investigated the impact of six different features of professional learning. The features they focused on were: The use of a reform format, that is, study groups, mentoring, task forces, etc. rather than a traditional format such as workshops, courses, conferences; duration; collective participation; active learning; coherence; and content focus. Both reform and

traditional formats provide contexts for constructive interaction, however, reform formats usually last longer, which facilitates more active learning. Based on this research, in year 3 we plan to create opportunities for collective participation in contexts that promote active learning. We have begun moving in this direction through burgeoning collaboration with colleagues in the Undergraduate College academic support team. After the undergraduate support team's attendance at one of our CRP program sessions, we have initiated discussions about possibilities for coordinating the grant's CRP program, and the professional learning opportunities provided to UC college faculty.

Equity Mindedness: Research and Learning about Student Perspectives

As we carry out the CRP program, we understand that views of language at the university are oriented toward learning a standard language, which creates discourse about language needs, and leads to strategies to address the needs of English language learners and basic writers. In light of longstanding negative views of the cultures and languages of Latinos in the U.S. (Gonzalez, 1990), this deficit cognitive frame for language goes unnoticed, and covers up students' nuanced experiences with languages and literacy. Students' language and literacy practices are not a result of students' efforts or communities, rather, institutional actors' cognitive frames create a context that restricts students' language and literacy practices. A research project that we hope can be used to call into question these deficit cognitive frames about language and develop equity cognitive frames, is discussed below.

The first author is collaborating with two colleagues in the College of Education, Dr. Harry Ross, and Dr. Aleksandra Veselovsky (Stegemoller, Veselovsky, & Ross, 2019), to engage in seed grant research to explore the language and literacy practices of students at NLU. A major goal of the research is to learn more about students' identities and their language and writing practices in order to understand more about how the university context promotes or inhibits students' full expression of their identities, and language and literacy practices. Data collection tools include a survey of 229 undergraduate first and second year students; class assignments (e.g. online discussions, a writing prompt, and major assignments) from two undergraduate courses and from one transfer student course; student questionnaires; student semi-structured interviews; and three instructor semi-structured interviews.

Data collection is ongoing and we have very preliminary findings at this point. Based on the survey data, the majority of undergraduates who responded to the survey are bilingual and biliterate. Most students (63%) use a language other than English every day, with Spanish being the most common. The majority (77%) like to write in English, and they think it's easy, and over a third (39%) like to write in a language other than English; furthermore, almost half (47%) think reading in another language is easy.

From the interviews, we are learning more about the nuanced ways students may express their bilingualism and biliteracy at the university. For example, although students may be bilingual, they may not share that aspect of who they are with faculty. This was exemplified when a participant was asked about the languages she knows, and she exclaimed, "I think I would just say I'm an English speaker" even though she grew up using two languages, and she currently uses two languages with her family. We also have some evidence that whether or not students identify as bilingual or English speakers is intertwined with race. When a bilingual participant thought back to high school, she reported that "I just want to be white. That's all. I just want to be white. And I just want to speak English." Another initial finding is that students may draw on bilingual resources in their writing in a way that is not evident to readers who do not share language and cultural backgrounds with students. A student explained that in her academic writing she sometimes includes English translations of Spanish proverbs that she remembered her father saying to her in Spanish as a child.

This research can be ongoing and incorporated into the CRP program in order to continue to develop situated knowledge of the institution, and the ways the institutional context supports or

inhibits practices that promote equity. In the coming year, we hope to have informal or formal conversations with others in our institution, as well as in other institutions, about culturally relevant/sustaining practices that are evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. We hope cross-institutional conversations can develop in order to advance this work.

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Motivation of Ethnically Diverse College Students to Pursue a Spanish Minor

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This case study identifies the factors that motivate ethnically diverse college students to enroll and persevere in the Spanish minor at the University of North Texas at Dallas. This college minor, developed and implemented in 2016, has grown to over 120 students in two years. At a time when enrollments in modern languages are declining in the United States, it is important to study and share information with the field about successful programs to inspire innovation and duplication. An online survey was administered to students enrolled in the minor in Fall, 2018. An analysis of the results is provided, along with a program description and recommendations for the future.

Keywords: Applied Spanish, curriculum development, academic motivation, Spanish as a second language

Este estudio de caso identifica los factores que motivan a los estudiantes universitarios étnicamente diversos a inscribirse y permanecer en su especialización académica secundaria en español en la Universidad del Norte de Texas en Dallas. Esta especialización académica, desarrollada e implementada en 2016, ha crecido a más de 120 estudiantes en dos años. En un momento en que las inscripciones en idiomas modernos están disminuyendo en los Estados Unidos, es importante estudiar y compartir información con el campo sobre programas exitosos para inspirar innovación y duplicación. Una encuesta en línea fue administrada a los estudiantes matriculados en la especialización académica en otoño de 2018. Un análisis de los resultados es proporcionado junto con una descripción del programa y recomendaciones futuras.

Palabras clave: Español aplicado, desarrollo curricular, motivación académica, español como segunda lengua

Increasing Need for Spanish Speaking Service Providers

According to the U.S. Census Bureau, 58.9 million native Spanish speakers are living in the United States of America as of July 1, 2017, plus over 12 million more non-native bilingual children (U.S. Census Bureau, 2018a). Interestingly, there are more speakers of Spanish in the United States than in Spain! The Instituto Cervantes, a worldwide non-profit organization created by the Spanish government in 1991 to promote the study of Spanish and culture, reported that there are about 559 million Spanish speakers worldwide (as cited in Perez, 2015). The U.S. Census Bureau (2018b) predicts 87.6 million speakers in the United States by the year 2040 and 111.2 million by 2060.

Why is this important to know? Providing bilingual public services and education for 18% of the U.S. population, plus products and other services sold by private enterprise, are apparent motivators for a democracy dependent upon civic participation and a healthy gross national product (GDP). One would expect that the need for bilingual and biliterate employees would be a great motivator for the study of Spanish at all levels of our educational institutions from Early Childhood through higher education.

Enrollment Decline in Modern Languages

Ironically, Jaschik (2019) noted that the Modern Language Association (MLA) has reported in its assessment between 2013 and 2016 that although Spanish remains the most commonly taught foreign language, 118 courses disappeared from the course offerings in higher education. Oddly, only three other languages experienced growth: Sign Language, biblical Hebrew, and Korean. Admittedly, the MLA reported that the three-year losses do not appear to be a “blip”, because there has been a 15.3 % decline in foreign language study since 2009 (Flaherty, 2018). The MLA is unsure of the reasons for the downturns, but some of their assumptions include: Limited options for advanced study; students not enrolling; budget cuts in the humanities versus the sciences; and loss of government funding. Since 2010 there has been a 37 % decrease in funding for national resource centers, foreign language and area studies fellowships, Title VI of the National Defense Act, and the Fulbright Hays Program.

On the positive side of things, Krebs (as cited in Flaherty, 2018) stated that students get interested when language programs “commit to serious language and culture requirements, encourage dual majors that include languages, and encourage new forms of microcredentialing.” (p. 6). This is the approach that UNT Dallas took when it developed its Spanish minor in 2016 (Santos-Hatchett & Queiroz Vaughn, 2016). We believed that:

The infusion of Spanish into the university curriculum, through the vehicle of an applied minor, shows promise, to invigorate the university curriculum and to assist the campus to become more civically engaged. With the opportunity to employ Spanish through experiential learning, the connectedness between the students and the Spanish-speaking

communities will become solidified. Barriers among ethnic groups will diminish by reaching out to African American and other non-Hispanic students through the second language learner track. Faculty believe that at this historical moment, considering so much negative attention focused on immigration-related issues, that this program will serve as a bright light promoting linguistic and cultural knowledge, empathy, social responsibility, team work, and positive intercultural attitudes. (p. 55)

Motivating Students to Study Spanish

UNT Dallas is a Hispanic Serving Institution (HSI) in the University of North Texas System. It became a free-standing institution in 2010. As an emerging public institution, the survivability of majors and minors are highly dependent upon recruitment, retention, and a sensitivity to “customer service”. Not having a Spanish major yet at UNT Dallas, we launched a Spanish minor in 2016 with only a handful of students enrolled. A complete description of the 2016 minor in Spanish can be found at Santos-Hatchett and Queiroz Vaughn (2017). The minor intended to complement coursework in selected UNT Dallas majors such as Education, Sociology, Mathematics, Human Services, Public Health, Child Development, Criminal Justice, and Business. It was designed for both Heritage speakers of Spanish at any proficiency level as well as beginners. It required 18 credit hours with flexibility to select 6-15 credits at the upper division depending upon students' prior coursework or Spanish language proficiency. Students were encouraged to enroll in an upper division experiential learning elective in a career-related, real-world setting. By the end of two years, spring, 2018, there were over 120 formally declared minors. This unprecedented growth in the minor, coupled with the decline of foreign language study nationwide, was the impetus for this study to determine the factors motivating the student body to enroll and persist in this elective minor.

Language learning motivation has been studied by Gardner and Lambert (1959). They found two types of motivational factors: Integrative and instrumental; learners seeking to engage with native speakers might be more apt to use the new language for integrative social purposes, whereas, those more interested in enhanced job opportunities, might be more motivated by the instrumental approach. Other motivational studies surfaced in the 1980's through early 2000 (Deci & Ryan, 1985; Hermann, 1980; Eccles & Wigfield, 1995; Saville Troike, 2006). Another more recent study completed by Pratt, Agnello, and Santos (2009, p. 3) suggested that those who selected to study Spanish in a west Texas high school were motivated by career benefits (65%), college entrance requirements (61%), family background (56%), liking Spanish (52%), and “seemed interesting” (48%).

With this knowledge, updates were made to the minor in 2017 and 2018, which included a new course in Spanish for the Legal Professions, and Spanish for Health Professions, designed to attract both law students at the new UNT Dallas Law College and students in the newly revised Public Health major. The faculty believes that the

best ways to ensure success of an elective minor are to be in constant communication with the program chairs of the majors, to actively recruit, and to intentionally monitor student retention. Following are the results and analysis of this study as well as implications for future directions.

Method

After approval from the UNT Dallas Institutional Review Board (IRB), 122 enrolled Spanish minors as of Fall, 2018 received a Qualtrics survey in their campus email (see Appendix) with directions for completion. Fifty-six students completed the online survey between November 28-December 15, 2018. One of the limitations of the study was a delay in attaining the IRB approval, which did not allow enough time for multiple reminders to yield a larger response; however, the research team found that nearly 50% response rate yielded an adequately representative sample to fulfill the purposes of this case study which were to answer the following questions:

1. What are the demographics and characteristics of the students enrolled in the Spanish minor?
2. What were students' motivations to enroll in the minor?
3. What motivated students to persist to completion of the minor?
4. What future offerings would they like to have?

Results and Discussion

Participants

Three fourths of the respondents were females (38), not a surprising number given the 67% of the university student body is female. Ninety-eight percent of the respondents had declared Spanish as their minor. Eighty-four percent (42) of the 56 respondents were Hispanic; others self-reported as Asian, Black, American Indian, or other. The majority according to their self-reports are "heritage speakers" who lack formal Spanish coursework. Of these, 71% went to school only in the Dallas area and 67% declared they speak mostly English now; however, 77% listed Spanish as their home language and said that they speak to their parents mostly in Spanish. Students' home countries were listed as Mexico, Peru, El Salvador, the U.S. and other. Most of the respondents (55%) chose "writing" as the skill they most wish to learn, with 30% selecting "speaking". This is an indication of language loss over the years and an overwhelming emphasis of the local school systems emphasizing the importance of English over Spanish. Seventy-four percent of the respondents did not transfer in any advanced placement credits from high school and only 42% transferred in coursework from a community college or earned credit hours only from UNT Dallas. Majors were spread from within the university, with most of the students (36%) expecting to graduate with Spring or Fall, 2019. The career aspirations were very diverse. Examples included: Teaching, mathematician, veterinarian, physician's assistant, public relations coordinator, school psychologist, counselor, CEO, editor/creator, public health worker, legal fields, journalist, computer programmer, law enforcement, and others.

Motivation to Minor in Spanish

Tables 1, 2, and 3 below show students' responses to questions about their motivation to enroll in the minor, their motivation to persist to completion, and their desired future offerings respectively. Responses to the first two questions were measured with a 5-point Likert Scale, ranging from "strongly disagree" to "strongly agree", with "neutral" as the midpoint". Students were encouraged to provide as many relevant offerings as necessary in response to the third one. The latter were tallied to determine the most preferred. Results for all of them are rank ordered.

Table 1. *Motivation to enroll in the Minor*

Rank Order	Motivation to Enroll	Average	Raw Count	Commentary
1	I can use it on my job	4.92	50	
2	It can help me get a better job	4.81	48	
3	Spanish will enable me to communicate with more people in Texas	4.49	51	
4	It was recommended by a Spanish faculty member	4.28	50	
4	I liked my courses in Spanish at UNTD and wanted to continue to earn the minor	4.28	50	
5	I am planning a trip to a Spanish-speaking country in the future	4.02	51	UNT Dallas does not yet have Study Abroad but it is planned to be available in 2020.
6	Spanish is required on my degree plan for my major	3.82	51	Only 11/50 had it on the degree plan
7	A professor in my major area recommended I enroll in Spanish	3.40	50	
8	It was recommended by another UNTD student	3.30	50	
9	I attended a recruitment or information event on campus and found out about Spanish minor	3.29	51	The session was held by the Spanish faculty, not the general advising staff.
10	Spanish is an elective on my degree plan	3.18	50	Many students do not have room for electives and take extra courses.

Motivation to Minor in Spanish

11	Spanish is required on my degree plan for my major	2.86	50	Spanish is required for only 11/50 respondents; 16/50 strongly disagreed.
12	The UNTD advising staff recommended I enroll in Spanish	2.84	50	Implies that if you want enrollment in a minor, do not depend solely on general advising staff to recruit for your program.

Table 2. *Motivation to persist to completion*

Rank	Motivation to Persist	Average	Raw Count	Commentary
1	Spanish is a useful language in Texas	4.84	50	Meshes with highly ranked motivational factor in Table 1.
2	I want the minor on my transcript, so I can get a better job	4.72	50	Respondents were motivated to have the minor posted to their transcript.
3	The classes are enjoyable	4.61	51	Very important for electives
4	My instructors give me confidence to continue	4.58	50	Building a positive affect is a critically important feature in 2 nd language acquisition.
4	I am learning how to write better for professional reasons	4.58	50	Students recognize the importance of biliteracy
5	The classes create a sociable atmosphere	4.51	51	Affective domain is again mentioned.
6	I am making new native-speaking Spanish-speaking friends at school	4.30	50	Intercultural relations are recognized by students as important to them.
7	The classes are multicultural and diverse students are enrolled	4.29	51	Students are benefitting from a multicultural environment.
8	Studying Spanish helps me understand English grammar better	4.22	4.22	Many students have not mastered English grammar because it is neglected in the public schools nowadays, but they recognize its importance for language acquisition and erudition.
9	I would like to qualify as an interpreter or translator	4.16	50	Heritage speakers aspire to new job opportunities.
10	Possibility of a job abroad	3.80	50	Respondents are thinking beyond the borders of the U.S.

Motivation to Minor in Spanish

11	I would like to become a Spanish teacher one day	3.60	50	UNTD will offer Spanish teacher certification beginning Fall, 2019
12	I would like to take a master's degree in Spanish one day	3.55	49	
13	Planning to study abroad	3.45	49	
14	I am taking a course overload, so I can finish the minor	3.20	50	Students are so motivated to completing the minor, that they are opting for overloads at personal cost in some cases.

Table 3. *Desired future offerings*

Rank Order	Offerings Preferred	Percentage selecting these choices
1	Certificate in Spanish	10.90
2	Certificate in Translation	10.26
2	Online classes	10.26
3	Study Abroad	9.62
4	Mexican American studies	9.29
4	Spanish teaching certificate	9.29
5	A Spanish major	8.97
6	A double major with Spanish	8.33
7	Graduate program in Spanish	7.05
8	Hybrid classes	6.73
9	Arts & Music classes in Spanish	4.81
10	Other (not specified)	1.28

Note. Students selected as many offerings as were relevant to them. These were tallied to determine the most preferred. Some items have equal rankings.

Recommendations for Future Directions:

The results of the study were heartening in many ways. Diverse university students, the majority of whom are heritage speakers of Spanish, recognize the benefits of their own heritage language and are motivated to actively pursue biliteracy and professional language skills to add to their linguistic repertoire. Students respond positively when their professors take an interest in them and in ensuring that the courses are enjoyable. In the past, heritage students were often chastised for not speaking standardized forms of Spanish and often shied away from formal coursework. These negative attitudes appear to be disappearing with the advent of bilingual education pedagogies such as the “funds of knowledge” (Gonzalez, Moll, & Amanti, 2006), and transformational and translanguaging teaching practices (Cummins, 2017; Garcia & Kliegl, 2018), which seek to build upon the languages and dialects students bring to school as opposed to eradicating these. Programs such

as two-way bilingual education, which is becoming more available to English and Spanish-speaking students in elementary through high school, as well as the promotion of seals of biliteracy in many states, have done much to boost the status of the Spanish language. Most of all, the economy appears to be the most practical motivational factor (Callahan & Gandara, 2014) in this regard.

Considering the findings, the faculty speculates that some of our practices below can be attributed to the success of this minor:

- Integration of language with selected careers;
- Flexible course schedules to include hybrid, evening, early morning;
- Lowering the affective filter by not penalizing for communication errors or overemphasizing rote memorization;
- Utilize gaming, apps, and an array new technology to make language learning fun and challenging anytime, anywhere;
- Offer extra-curricular activities, service learning, and multicultural projects outside of class to increase language usage in real-world contexts;
- Low anxiety assessments and assignments;
- Offer credit by examination and specialized classes to accelerate and motivate heritage speakers;
- Go the extra mile to provide individualized attention, an open-door policy, and enabling students to succeed through differentiation of instructional approaches;
- Maintain close connection to students and celebrate their successes;
- Collaborate closely with Career Services Assist to create and identify bilingual internships and employers;
- Take an interest in students' futures by encouraging them to attend graduate school or attain an advanced certificate;
- Sponsor a Spanish club which encourages inclusivity;
- Orient and inculcate adjunct instructors with departmental philosophy.

As a result of this study, the faculty plan to move ahead with developing dual majors, offering specialized certificate programs aligned with careers, study abroad opportunities, and implementing a recently approved Spanish teacher certificate program.

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Appendix

Qualtrics Survey Questions for Study of Spanish Minors - Fall 2018

Part I. Demographic Data (Fill in)

Please capture the following:

- Gender
- Ethnicity
- Expected graduation date
- Major
- Future profession
- Is Spanish your declared Minor?
- Did you transfer AP credits from H.S.? If yes, how many?
- Did you transfer in any Spanish courses from a community college? Which ones?
- Did you take the CLEP test? If yes, which courses did you CLEP? 1010, 1020, 2040
- Is Spanish your home language?
- Did you attend school in a Spanish-speaking country?
If yes, please indicate which country? And which level? Elementary, Middle, HS, college.
- Language you now speak most often in daily life.
- Which skills do you need the most help with to achieve proficiency? Speaking, Listening, Reading, Writing
- Language spoken most often with parents
- Languages spoken with grandparents

Part II. Motivation to enroll in Spanish Minor (Likert scale)

1. Spanish will enable me to communicate with more people in Texas
2. I am planning a trip to a Spanish-speaking country in the future
3. I attended a recruitment or information event on campus and found out about Spanish minor
4. I studied Spanish in HS or community college and wanted to continue
5. It can help me get a better job
6. Spanish is required on my degree plan for my major
7. I can use it on my job
8. It was recommended by a Spanish faculty member
9. It was recommended by another UNTD student
10. I liked my courses in Spanish at UNTD and wanted to continue to earn the minor
11. Spanish is an elective on my degree plan
12. A professor in my major area recommended I enroll in Spanish

Motivation to Minor in Spanish

- 13. The UNTD advising staff recommended I enroll in Spanish
- 14. Other _____ fill in

Part III. Factors contributing to completion of the Spanish Minor

- 1. The classes are multicultural and diverse students are enrolled
- 2. The classes are enjoyable
- 3. The classes create a sociable atmosphere
- 4. I am making new native-speaking Spanish-speaking friends at school
- 5. My instructors give me confidence to continue
- 6. I am learning how to write better for professional reasons
- 7. Spanish is a useful language in Texas
- 8. Studying Spanish helps me understand English grammar better
- 9. I am taking a course overload, so I can finish the minor
- 10. I want the Minor on my transcript, so I can get a better job
- 11. Possibility of a job abroad
- 12. Planning to study abroad
- 13. I would like to become a Spanish teacher one day
- 14. I would like to take a master's degree in Spanish one day
- 15. I would like to qualify as an interpreter or translator
- Other _____ (fill in)

Part IV. What Future Offerings Would You Like in Spanish (Rank order from 1-12)

- Study abroad
- Evening classes
- Online classes
- Hybrid classes
- Arts and Music classes in Spanish
- Mexican American Studies
- A major in Spanish
- Double major in Spanish with another subject
- Spanish teaching certificate
- Graduate program in Spanish
- Certificate in Spanish
- Certificate in Translation
- Other _____

Unlocking the Intrinsic Motivation to Learn: The Ultimate Pedagogical Challenge

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As teachers, we struggle with students and fail to maximize the diverse potential present in our classes. We would have to drive them intrinsically, so that we can maximize students' various potentials. This presentation will look at motivation as an internally driven human behavior approach that can change the future of classroom teaching. Strategies like differentiated instruction, scaffolding, learner autonomy and student-centered learning will be discussed as approaches to encourage students to produce quality and knowledge-driven learning. Attendees will discover how to motivate students intrinsically by following these pedagogical approaches that promote true learning.

Key words: Differentiated instruction, scaffolding, formative assessment, student-centered learning, motivation.

Context and Introduction

With time, as teachers, we have struggled with students trying to motivate them enough to produce desired results in classes. Most of us rely on reward or punishment as the last remedy for achieving our goals, but have we succeeded in our drive to make students work? The answer is probably no, we haven't. The carrot and stick strategy may work well with some students, but with most of the others, we fail to motivate them. We fail to maximize the diverse potential present in our classes. Hence, we need to look at the situation from a different perspective -what is it that motivates students from within? We would have to drive them intrinsically looking at the root causes so that we can maximize the diverse potential present in our classes. Through this research I look at motivation, yet not concerning reward or punishment; rather, that of internally driven human behavior or approach that can change the future of classroom teaching. Through this approach we can not only encourage our students to do better in classes but also produce quality and knowledge-driven learning. If we are keen on bringing out the best in our students, we will have to change the way we teach and explore and embrace new pedagogical approaches that can intrinsically motivate them to learn and excel in life.

A lot of research has already been done in this field with Howard Gardner's theory of multiple intelligences that aims at working on the different intelligences present in our students. Gardner first introduced the concept of multiple intelligences in 1983. He established that there's no one or general intelligence; rather, each person is endowed with different types of intelligence, some or all of which develop throughout their lifetime (Gardner, 1991).

The present research agrees with Gardner's theory, but there are issues and accompanying problems with the multiple intelligences approach. There are cultural influences that play a crucial role on the behavior of students and on how they cooperate or show indifference to classroom teaching. Kagan and Kagan (1998) stated that, if we provide our learners with different styles of learning, they will have a stronger foundation of knowledge. Knowledge will not only expose them to varied forms of education but also prepare them for the diverse, everchanging world awaiting them (Kagan, S & Kagan, M, 1998). However, we have to keep in mind the cultural influences that control students' behavior.

This research investigates the importance of a student-centered approach, in particular how teaching strategies ensure student guided learning environment in classrooms. Successful teaching requires thorough preparation and lesson planning besides an analysis of the learning environment. In recent years, teachers have become increasingly vigilant about creating lessons with well-defined learning objectives. Identifying what students will learn and be able to do at the conclusion of a lesson maximizes instructional focus and improves teacher effectiveness. Thankfully, the days of teachers "winging it" are primarily a thing of the past (Sullo, 2009).

While academic content and defined learning objectives deserve time and attention, it is equally crucial to plan with students' basic needs in mind. Students are more engaged and productive when they are offered need-satisfying academic activities. To maximize our successes as teachers, we have to be sure that when students do what teachers want them to do, they can connect, develop increased competence, make choices, and enjoy themselves in a safe, secure environment. When students can satisfy their needs by immersing themselves in the productive academic challenges created by teachers, they will behave appropriately and perform better. Resisting cultural influence on student learning might impair their learning pace and hence result in lack of motivation.

It is common for teachers to carefully consider content and learning objectives as they prepare their lessons. This research delves deeper into practices and approaches that maximize effectiveness of learning by addressing students' cultural identity in our lessons. This equally important planning strategy results in lessons that are need-satisfying, academically engaging, and successful.

Research Questions and Objectives

What are the adjustments that teachers can make on an everyday basis to increase equity, access, rigor, engagement and intrinsic motivation for all students? Does cultural disposition play a role in improving or worsening motivation in classroom learning?

Students come to the classroom with diverse experiences, understandings, interests, strengths, and needs (Bondie & Zusho, 2018). This research aims at finding ways to build motivation intrinsically while investigating cultural influence on patterns of learning. The study also strives at researching innovative pedagogical instructional

approaches through practical classroom experiences to ensure all students, including those on the edges of academic achievement, are engaged in meaningful learning. Furthermore, it targets acquiring the skills necessary and measure the impact of intrinsic motivation on student learning.

Theoretical Research

Over the last two decades, students seem to be less and less motivated in their educational settings. Many of them do not complete assignments and lack the motivation to be successful. (Belmont & Skinner, 1993) stated that motivated students are easy to recognize but are becoming more difficult to find. Their research shows that from preschool through high school children's intrinsic motivation slowly declines. The authors decided to take a look at and delve into classrooms to find out why students were slowly losing their motivation as they entered higher grade levels. They found that classroom practices guide student motivation and that student-teacher interactions determined student motivation within the classroom. If the students felt that the teacher was meeting their needs, their motivation in the class was substantially higher.

The expectancy-value theory by Martin Fishbein in the 1970s relates to theorists who believe that an individual's choice, perseverance, and presentation relating to an activity or behavior will be explained by the individual's belief on how well they will complete the activity and the importance of the exercise for the candidate at the time of completing the activity (Wigfield, 2000). If students feel that they have an opportunity to perform well on a task and see the task as highly important for future learning they will be more motivated to complete the task and will put forth a more significant amount of effort while doing it. This behavior may be influenced by cultural factors predominantly preset amongst students' attitudes towards learning. This research aims to study the cultural role in improving or diminishing this motivation in the learning process.

Motivational Strategies

The above motivational theories do play a crucial role in building student motivation. This study aims at exploring many such approaches that can help build intrinsic student motivation and encourage them to be willing partners in the learning process in classrooms. Possible approaches may include a conducive learning environment, scaffolding lessons, differentiated instruction to suit student needs, student-centric learning, learner autonomy, and positive relationships based on contextualized learning within the classrooms. I have followed these approaches to an extent in my classes and they have yielded some positive results, but they need to be further investigated, especially with regards to their effectiveness in improving intrinsic motivation. Each of these approaches is discussed in brief next.

A conducive learning environment

One of the above common strategies concerns the teacher's ability to provide a classroom setting that is conducive to student learning. The ability of a teacher to provide a classroom environment that is conducive to learning can have a direct impact on the intrinsic motivation of the learners. Creating this type of learning environment will involve maintaining an accepting attitude towards students and their cultural backgrounds, forging positive relationships with families and taking responsibility for ELLs' success in the classroom. The way a teacher handles a situation, especially a learning situation, will impact the student's willingness and ability to learn. A teacher who sets up a conducive environment for learning and maintains a positive attitude and outlook will motivate their students more effectively and successfully than a teacher who does not do so.

Planning and implementing differentiated lessons

Teachers spend enormous amounts of time lesson planning and planning to achieve their best work at all times (Theroux, 1994). Transitions, pacing and making connections to students' lives are the three factors that, although seemingly trivial, will assist teachers in developing more productive and successful lessons. Higher productivity in lessons will increase student motivation. We need to look and listen for those differences in our students and adjust instruction to suit their needs and requirements. Therefore, our prime motive should be to find those parts in the lesson which might need adjustments during classroom teaching. Doing this helps teachers tailor teaching to students' different needs.

Usually teachers use starting positions for those look-and-listen moments to differentiate student learning. Collecting responses from students on certain questions can also give teachers sufficient hints on their learning process; for example, asking students about challenging areas (Bondie & Zusho, 2018). Starting positions are not only essential for teachers but for students to monitor their own learning.

Scaffolding

Scaffolding lessons can increase students' motivation exponentially. Theroux (1994) explains that constantly evaluating student work throughout lessons and adapting them to students' lives scaffolds lessons and makes them more real for students. Just like the scaffolds in buildings, as students are more confident the scaffolds are no longer needed. They can be scaled down gradually giving room to students to learn in stages and be more independent in their learning process. Gradually, the students no longer need assistance as the steps fall into place (Firestone, 2015). Some simple scaffolding tips to be used in classrooms are:

- Using visual aids
- Teaching vocabulary in advance
- Handling content in chunks instead of larger sections
- Allowing questions and eliciting feedback

- Using demonstrations while teaching
- Recapitulating with previous content

Student-centered learning

Research shows the importance of student-centered classrooms. Teachers who make their classrooms student-centered reportedly achieve higher levels of motivation and better classroom management (Froyd, & Simpson, 2010). For Froyd and Simpson, this approach is enjoyable for students and teachers. It takes the stress off of teachers while giving students feelings of empowerment as they are in charge of their learning and decisions.

Student autonomy

Teachers who promote autonomy in the classroom will, in turn, have more motivated students. Learners who are in charge of their learning tend to be more motivated to learn. Once an individual, regardless of their age, is put in charge of a task, it is their responsibility to complete it. If the task is done, nobody is to blame, except the person responsible for completing it. The approach, which encourages students to participate in learning activities chosen by them, tend to result in better understanding and acceptance of the learning process.

Building relationships

Arguably, the most crucial teacher strategy that is often overlooked is the importance of building positive relationships. Negative teacher-student relationships result in students' losing motivation due to the perceived lack of connection with their teachers. Referring back to Gardner's theory on motivation, for Yunus et al (2011) found that students who reported having positive and strong relationships with their teachers were also more motivated in the classroom (Yunus, Osman, & Ishak, 2011).

Important Considerations while Implementing the Strategies Above

- Provide research opportunities:
 - It is important to provide enough research opportunities that are also challenging enough to unlock intrinsic motivation in students. They need to be sufficiently challenged with contextual topics of interest to keep involved in the learning process.
- Empower students:
 - It is equally essential to empower students to let them choose their paths of learning where the teacher scaffolds and looks and listens for any problems or grey areas which need her attention. This way students feel involved and confident in whatever they do.
- Provide extra credit projects:
 - Encouraging students to get involved in some extra credit project can also motivate them to learn more about something. They could

be asked to attend sessions or lectures in partner institutions. This would lead to higher engagement and motivational levels.

- Focused feedback on skills:
 - Students receiving focused feedback are encouraged to work harder and improve their achievement levels. Therefore, it becomes imperative for teachers to be very specific and directed in their feedback to the students to provide them with able guidance.
- Diversifying the teaching content: Inclusion of extracurricular activities, engaging content, and focused groups:
 - Teachers need to include diverse content in their lesson plans to engage learners. Non-academic materials and content should be used as support material to keep students' motivational levels high. Alternatively, academic content can be altered to look entertaining to cater to the diverse learning profiles of students.
- Formative assessments instead of summative assessments:
 - Including diverse content and extra-curricular activities would also mean having more formative assessments rather than summative assessments to provide room for students to perform in various ways and be assessed for their unique abilities.
 - There is no specific set of rules or instructional strategies guaranteeing an increase in student motivation within the classroom. The key is to get to know each student as well as the dynamics of every school. Each teacher may run their room a little different to suit their students' needs. Through this research, an effort has been made to investigate the role of creative pedagogical practices and culture in improving intrinsic motivation in the lives of learners. It leads to innovative approaches and more inspired students in classes. Teachers will have to test and try varied approaches to bring out the best in their students (Curie, 2003).

Potential Issues and Problems

Any research, including this one, faces several problems on execution. The issue at hand is very relevant for me, as was inspired by my current teaching practice. There might be cultural issues involved in implementing qualitative methods of study, such as interviewing focused groups of students. Students, for example, might feel intimidated by surveys or interviews. A careful approach will have to be taken to make them feel comfortable and have unbiased and impartial results. Moreover, applying various motivational strategies can be equally challenging in a real teaching environment.

Differentiated instruction, though a very supportive strategy, can be quite overwhelming for teachers. Customization of lessons according to the needs of learners with varied preferences and styles of learning can be quite taxing and may

result in work overloads for teachers. Scaffolding may bring loads of extra work to already existing lesson plans and thus result in delayed schedules. Also, many educational institutions are resistant to new changes. It would be quite challenging for instructors to convince authorities to implement those changes that are so necessary, but may be contrary to what the institution has been implementing. Building a positive environment in classrooms and encouraging student autonomy can be equally risky especially if students dominate the class or there are problems with classroom management. An instructor will have to take adequate care when giving autonomy to students, as giving too much autonomy may be more damaging than beneficial for learners.

Despite the potential issues that may spring up, the research promises to be very valuable to the teaching community and for learners. I will be pursuing the researched topic further in a doctoral program at the University of Bath, and I am hopeful and optimistic that I will come up with some worthwhile results and conclusions. The results would benefit not only me as a researcher but also so many other instructors like me who struggle daily with motivational problems in our classes despite the hard work and planning we put into our lessons.

Conclusion

The questions at the beginning of the paper have been partially answered in the literature: What are the adjustments that teachers can make on an everyday basis to increase equity, access, rigor, engagement and intrinsic motivation for all students? Does cultural disposition play a role in improving or worsening motivational learning? Literature-based research showed that students could be motivated intrinsically. This research highlights some strategies that can aid in improving student motivation both intrinsically as well as extrinsically. Factors that affect intrinsic motivation such as student-centered classrooms and student autonomy, along with effective teaching strategies like differentiated instruction are all linked to a successful student. Teacher perceptions of student motivation and effective teaching can change student academic performance both directly and indirectly.

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Addressing Linguistic and Cultural Prejudices and Stereotyping Through Identity Texts

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Students with a first language other than English arriving in the UK from diverse countries have to learn the content of the National Curriculum whilst learning English. Additionally, some ethnic minority students born in the UK also face challenges to their learning because of prejudice and stereotyping relating to aspects of their identity such as language, culture, religion, country of origin and location in the country; for example, the “north-south divide”. This presentation will demonstrate some ways in which identity texts have been used to address such prejudices felt by students and to help to raise their self-esteem.

Keywords: *EAL learners, ethnic and cultural identity, prejudice, self-esteem, stereotyping*

Introduction

According to the Concise Oxford English Dictionary (Pearsall, 2002) (Table 1 below) in its 10th edition, prejudice is a “preconceived opinion” relating to aspects of a person’s identity (such as language, culture, race, religion, colour, disability, country of origin and location) without being “based on reason or experience”, which can lead to “unjust behaviour” and, often, serious consequences. Other words in the table: Stereotyping, bias, labelling, categorisation and discrimination, can also reflect unfounded negative perceptions. For example: Between 2017 and 2018, the incidence of race hate crimes increased by 73% in some areas of the UK; and in 2018 a UK MP described women wearing niqabs as looking “like letter boxes” (BBC News, 2019). Earlier in 2019 there were reports of attacks on mosques in New Zealand and churches in Sri Lanka; and the UK Labour Party has been investigated over claims of anti-semitism. In recent weeks and months, there have been several worrying incidents in UK schools which have been a cause of concern: A Syrian refugee bullied and severely attacked in the playground of a Yorkshire school and parents protesting outside a Birmingham primary school to demand an end to its equality teaching around LGBT. In educational settings, these negative perceptions can have a detrimental impact on motivation, self-esteem, confidence and, ultimately, achievement, unless teachers can develop strategies to address them. This presentation will demonstrate some ways in which identity texts have been used to address such prejudices felt by students and help to raise their self-esteem.

Table 1. *Some Definitions*

Word	Definition
Prejudice	Preconceived opinion that is not based on reason or actual experience; unjust behaviour formed on such a basis
Stereotype	An image or idea of particular type of person or thing that has become fixed through being widely held.
Bias	Inclination or prejudice for or against one thing or person.
Discriminate	Recognise a distinction
Discriminate against	Make an unjust distinction in the treatment of different categories of people, especially on the grounds of race, sex or age.
Discrimination	The act of discriminating against people
Category	Class or division of people or things having particular shared characteristics.
Categorise	Place in a particular category.
Label	Classifying name applied to a person or thing, especially inaccurately.

Context of the School

For more than 16 years the author was the English as an Additional Language (EAL) and Literacy Coordinator in the first British state-funded Muslim girls' high school in an urban area in the City of Bradford, in the industrial north of England. It opened the day after the 9/11 attacks and was for three years temporarily sited in a previously-disused school in a social housing estate, adjacent to another (non-religious) state high school, until its purpose-built new school was completed. Most students, aged between 11 and 18, were born in Bradford and had been taught in the English education system for at least 6 years. However, their familial ethnic origins are mostly in Pakistan, India and Bangladesh, and most have English as an additional language to at least two others, such as Urdu, Panjabi, Hindko, Pashto, Mirpuri, and Bengali, as well as Arabic, the language of Islam. Most staff are English-born but about half from similar ethnic origins to the students and the rest non-Muslim, including the author. In her early days at the school, the author recalls times when, after several racist incidents by students from the adjacent school, all non-Muslim staff were asked to accompany the students to their school buses to try to prevent them from being verbally and physically abused.

Compared with some Bradford secondary schools, relatively few students are totally new to English but, throughout each year, a few students are admitted from a variety of overseas countries such as Algeria, Hong Kong, Iraq, Japan, Jordan, Libya, Saudi Arabia, Sudan, and Tanzania. The parents of some are Masters and PhD students at the local university, often on a fixed term. In recent years some international new arrivals (INR) have been refugees from Syria and two Somali Oromo speakers from a refugee camp in Kenya. Additionally, several students, who are daughters of economic

migrants, have arrived from Nigeria and Gambia. These students are from diverse cultural backgrounds with varying experiences and language skills, both in English and their first language (L1). Research by Hall (2018) highlighted other complex issues such as motivation, attitudes to institutional learning, anxiety and self-esteem, which are made more complex because the students are teenagers experiencing the complex processes of physical and social development and identity growth of adolescence.

Although all the students are Muslims, over the years, the author noticed several prejudices beneath the surface which could result in tension or conflict: Prejudices inherited from the days of the Partition of India and Pakistan and later Pakistan and Bangladesh; students from Saudi Arabia feeling superior to students from Algeria, Libya, Iraq, Jordan and Kuwait because they speak the “pure” form of Arabic; Palestinian students finding it hard to settle into school because their culture is different from that of the majority; students not from Pakistan, India or Bangladesh objecting to the uniform based on the salwar kamiz; and, on non-uniform days, not being allowed to wear jeans and the more westernised clothes that they wear at home. When the school’s first black student arrived from Gambia via Spain in 2013, the author’s fear that she would be bullied because of her skin colour proved unfounded and, as more black students from Nigeria and Kenya have arrived since, it has been pleasing to see them being accepted and settling in well. Similarly, concerns that Syrian refugees may be vulnerable to bullying and isolation if the “silent period”, that most experienced whilst settling in after their traumatic backgrounds, was misunderstood by other students and educators assuming they had special educational needs (SEN) rather than a lack of proficiency in English.

Statutory Requirements

Schools in the UK are required to provide for children’s spiritual, moral, social and cultural (SMSC) development under the ‘*Race Relations (Amendment) Act 2000*’ and the ‘*Equalities Act of 2010*’ (UK Government, 2000, 2010) and all staff must attend training as part of their continuous professional development (CPD) to ensure that they “model and promote the values, attitudes and behaviour supportive of equality” and “value diversity and bilingualism” (DCSF, 2006). Thus, throughout the school year, pastoral staff at the school also led assemblies or provided “thoughts of the week” such as “Beyond the stereotype: The journey to racism”, which explained the danger that negative stereotyping -because of a person’s religion, gender, skin colour, sexuality or culture- can lead to prejudice, discrimination and racism, regardless of people as individuals. The genocide of Jews and Gypsies in the Holocaust and of Rwandans in 1984 were used as examples of where this could lead. “The Diary of Anne Frank” and poems about conflict have also been included throughout the English curriculum. Another assembly presentation was entitled: “Here’s some good old Chinese wisdom”, (Parker, 2019) and told the story of a cracked pot and perfect pot carrying water. The cracked pot felt inferior because it leaked but the old lady carrying the water had planted flower seeds along the way which had only grown

because of the leaked water. The moral being... “it’s the cracks and flaws we each have that make our lives together so very interesting and rewarding. You’ve just got to take each person for what they are and look for the good in them.” Such initiatives always led to some form of creative writing so that students could express their opinions about the issue (See next section).

Recently, a similar strategy was used by a prosecutor in Virginia, USA, when a school house used for teaching black students during the era of segregation was sprayed with offensive graffiti by local teenagers (BBC News, 2019). Judge Alejandra Rueda realised that, in her own life, reading had taught her about other cultures and religions so she chose to “hand down a reading sentence” drawing up a list of 35 books such as “The Kite Runner” by Khalid Hosseini, “To Kill a Mockingbird” by Harper Lee and “Night” by Elie Wiesel, ordering them to “choose one title a month for a year and write an assignment on each of the 12 books...” She chose to rehabilitate the students by educating them and, as a result, they helped to restore the building they had vandalised.

At the author’s school, the students have become keen to support charity work in connection with humanitarian projects and natural disasters. One such positive outcome was that some of the Year 11 students decided that they wanted to help the homeless in the city. They spoke to their local MP and discovered that a nearby church participated in the “Inn Churches” initiative in the winter. Consequently, the school now organises a “Winter Drive” each year where every form class fills a box with gloves, hats, socks and food treats to take to the homeless at the church.

The Development of Identity Texts

Hall’s research (op.cit., 2018) emphasised that teachers and their institutions should be aware “of individual students’ backgrounds, prior experiences, skills and repertoires” in order to understand “challenges particular students might be facing in the classroom and in school more generally” so that they can offer appropriate support and address any conflicts or prejudices. Whilst students themselves say that the key to settling into school as an INR or as any EAL student was: “Teachers who are interested in students with other languages.” Supportive conditions should also include a curriculum which positively reflects students’ heritages and practitioners who are consistent and fair, value diversity, have high expectations and build confidence and self-esteem (DCSF op.cit., 2006). All the strategies introduced by the author reflect these viewpoints.

1. Identity texts about home countries: In order to address some of the possible underlying prejudices mentioned earlier, the EAL teacher worked with a diverse group of INR students from Bangladesh, Libya, Pakistan, Qatar and Saudi Arabia, who were becoming competent as EAL students, to produce PowerPoint Identity Texts about their home countries. The students decided on the slide titles to explain all aspects such as scenery, climate, animals, cities, government, language, food and

clothes. This was detailed, meaningful, cross-curricular work involving independent learning. Internet searches and other ICT skills allowed them to check spellings and grammar, although teacher-supported if necessary. These were shared with their classes as PowerPoint presentations and then with the rest of the school and visitors (via plasma screens) with the same sense of excitement and pride -without prejudice.

2. Identity Texts using home languages: In a recent lecture, the Bradford born speaker, whose L1 is Mirpur Punjabi, explained that at school she felt ashamed of her culture and identity as she was told not to speak her L1 at school. She “believed it was inferior to the supreme culture and language of schools” and she was embarrassed when her mother spoke Punjabi (Riasat, 2019). In order to address prejudices about languages, the EAL teacher developed an innovative programme of learning from a British Council competition “Old Tales Retold”, for a 100-word story which included 10 words in L1 or another language (Table 2). This provided Year 8 students with an opportunity to use their identities and L1 creatively in a range of English schemes of work which made the form and function of English writing explicit -creative writing, play scripts, persuasive writing, collaborative group work, speaking and listening, drama,... and allowed them to become more competent users of English.

Table 2: *Old Tales Retold – Can you guess the original?*

- | |
|--|
| <ul style="list-style-type: none">• The Elves and the Curry Maker• Akbar’s New Clothes• Yusuf and His Grandfather• Salma and her Silly Slipper• Arooj the Slave Girl• Hamza and the Cornfield• Hoiconip• Ruby in Dubai• Badsha Akbar and the Ice Touch• Dumpunzel• Killing and Karma (Macbeth)• Harris and Amirrah (Romeo and Juliet) |
|--|

Stage 1 of this activity involved creative writing: Individual students chose a traditional story; rewrite the story changing the context, setting, names

etc; use 10 key words in another language; write a glossary; share the story with the class; explain the moral of the story; create an activity to consolidate the learning (e.g. quiz, word search, gap fill...). Stage 2 consisted of converting the story into a playscript. Stage 3 required students advertise the play with a poster. Lastly, for Stage 4, students in collaborative groups, worked to choose one playscript to dramatise with stage directions, music, costumes, props...; rehearse; perform; vote for best playscript, play, actor, costumes, make up etc; role play an academy awards ceremony; video the performance and include Oscars, red carpet, vox pop, “and the winner is...”

Some members of the school’s senior management were invited to the final outcome of Stage 4 and were astonished by the language learning that had taken place and the self-esteem gained by the students.

3. Identity texts based on religion: What should a teacher do when a student asks why people think she is a terrorist because she wears a hijab? The author responded by illustrating how she had been wrongly “judged”, albeit to a lesser extent, in a random incident in the toilets in the Open University, London, where her Yorkshire accent was assumed to reveal that she was lower class and poorly educated. The conversation went:

DE: It’s nippy today, isn’t it?
Woman: Where do you come from?
DE: Yorkshire
Woman: I had a friend from there but he didn’t speak like you. He spoke RP (i.e. “BBC English”). (*Wishing to clarify*) I think he was middle class ... went to a good school.

The student and the author were participating in a writing activity provided by the literacy charity “First Story”, whose strap line is “Changing lives through writing.” In this, a writer-in-residence works for a few weeks with a group of students, in an extra-curricular enrichment activity which eventually leads to the production of a professionally published anthology of their best work celebrated by an official launch and book signing event (Figure 1). The incident prompted the author to write a poem entitled “Judged” and the student to write “Into Our World” (Figures 1 and 2), which became the title of the anthology that year.

The students have participated in “First Story” for six years. Anthology titles, including: “Into Our World”, “Where Thoughts Can Lead”, “The Boombox of Words”, “Spilt Ink” were chosen democratically by the students. The blurb always reads: “First Story believes that there is dignity and power in every person’s story and here you’ll find young people expressing themselves in their unique voices.” Throughout the year other opportunities are provided -events with other schools in universities, galleries, museums, competitions or

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residential. Student experiences, identities, concerns, opinions are encouraged and explored in the writing activities (Figures 2 and 3).

Figure 1. *Examples of “First Story” anthologies*

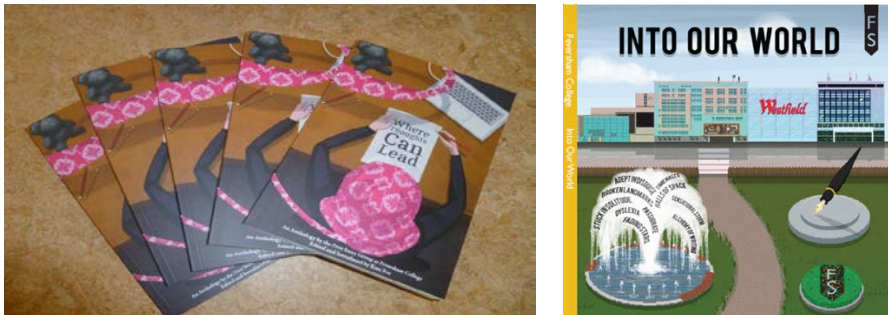


Figure 2. *Poem by a Year 8 student revealing her thoughts on being a Muslim*

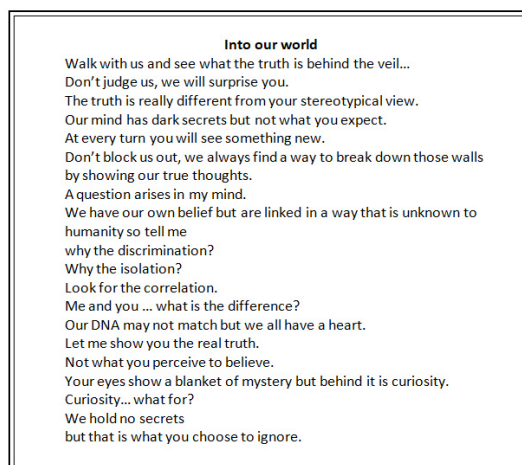
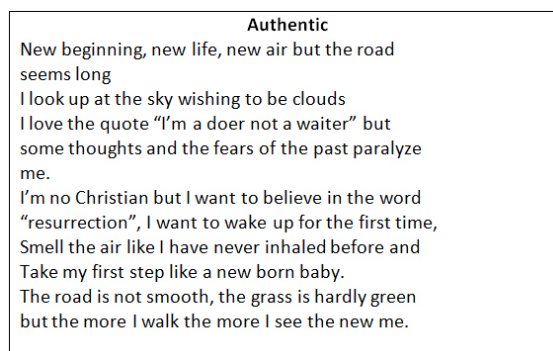


Figure 3. *Poem by a Year 9 Yoruba-speaking student recently arriving in England from Nigeria*



Confidence and attainment are evidenced by several students having been winners or Runners-up in national writing competitions; some students have read their work on the stage in university lecture theatres, the O2 Arena in London, primetime on BBC Radio 4 and one student was invited to a reception at 10 Downing Street, London -residence of the British Prime Minister.

4. Identity texts in the English curriculum: Bernhard and Cummins (2004) on their Slide 29, explain that in identity texts, the essential elements are that “children see themselves” and “talk about themselves.” There is “identity investment” and “increased pride” which develops an “affective bond to literacy” and “cognitive engagement.” It is therefore rewarding to see that other English teachers have now included identity texts into the curriculum in several year groups, thus developing self esteem and confidence rather than uncertainty created by prejudice and stereotyping.

A Heritage Project in Year 7 English uses group work to explore Pakistan’s Heritage, as part of Southeast Asia, ranging from The Harappans, Silk Routes, Spread of Islam, Mughal Emperors, The East India Company, The Raj and Independence. For these an additional audience has been created by taking groups of students out to local primary schools to “teach” them about their shared heritage and recently two students were filmed for a Teachers’ TV programme on Community Cohesion, (Dickey, B. 2010).

In the third year of a British Council “Connecting Classrooms” link with Pakistan, one theme was “Making the world a better place” and several year groups in subjects across the curriculum offered contributions to share with students in Peshawar and non-Muslim students at the other schools in the Connecting Classrooms Cluster. For example, some Year 8 students attended a Christian Aid Service at a local Catholic Girls Secondary School and realised that they had shared concerns for the world.

In the Year 9 curriculum, holiday brochures, information posters and persuasive texts to advertise features of their home countries were created. Self-esteem develops when students identify with work displayed on classroom walls or more widely on the plasma screens around the school.

For several years the AQA Anthology for GCSE English Literature (2004) included “Poems from other Cultures” which enabled Year 10 and 11 students to achieve good results, as they could relate to the identity texts written by poets who had experienced similar situations as many of them: “This Room” by Imtiaz Dharker, who was born in Lahore but grew up in Scotland, might show how her feelings changed from negative to positive; Moniza Alvi, also born in Pakistan but who grew up in England, wrote “Presents from my Aunts in Pakistan” which focuses on the confusion of a teenage girl caught between cultures; in “Search for My Tongue”, Sujata Bhatt, a

Gujarati speaker, wonders whether her L1 has been lost when she is living in another country.

Conclusion

Acquisition of an additional language is inextricably linked to the learner's sense of identity, and this is significantly different when the learner is culturally located in the geographical region of the additional language, as opposed to the situation when learning the additional language within the home culture. The former situation has been discussed in the light of extensive experience in the context of an English State Muslim Girls' School, which was a radical initiative when new. Reflection indicated that identity conflicts stretch much further than obvious differences and can even apply to sub-cultural distinctions: The author's experience of categorisation between northern and southern English cultures is used as an illustration of the way in which virtually every person may experience identity issues in social transactions. This insight provides great empathy with learners from more distant cultures.

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“Ni Soy de Aquí, Ni Soy de Allá”: Negotiating a Transcultural Identity in the Spanish for Fluent Speakers Classroom

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The purpose of this article is to contribute to the body of research done around best instructional practices for Spanish heritage language learners in secondary schools. It describes the ways in which immigrant Latino students enrolled in a Spanish Heritage Language Program develop and validate a new transcultural identity by means of a transdisciplinary, integrated, translanguaging and culturally responsive curriculum. It explains how students are able to recognize each other by their Latino roots first and then validate their transculturality. As a result, their self-esteem increases and they are able to understand and appreciate what they are becoming.

Keywords: Spanish Heritage Language programs, transcultural identity, culturally responsive pedagogy, Latino students, translanguaging

Transculturality: A Twofold Process

Those who have emigrated know how painful this process can be. It is abandoning in one stroke everything that defines us: Family, friends, landscapes, smells, tastes, loves,... In short, everything that frames our identity. And if painful for an adult, imagine for a child. To survive, children have to deal with the problem of growing up between two worlds and feeling that they may not belong anywhere.

Based on observations in the classroom, I concluded that the development of a transcultural identity is a two-fold process and, consequently, doubly painful. First, students have to reconcile their individuality with a global Latino culture; at the same time, they confront a completely different culture, that of the US.

Most of my former students came from El Salvador, Honduras, Mexico, Guatemala, Bolivia, and Peru, with Salvadorans being the largest group. Although they all shared the same language and culture in a general sense, they had different ways of expressing, celebrating, and experiencing their respective language variations and cultures. Consequently, there was a constant power struggle among them. Salvadorans bullied Hondurans; Hondurans bullied Peruvians, and so forth. In addition, the school prohibited them to speak in Spanish and disciplined them for demonstrating Latino cultural behaviors, such as greeting each other with a kiss. Moreover, my students lived in a constant worry that the *Migra* (immigration officers) would take them back and they believed they had little chance to succeed academically because they did not know the English language well enough. Regrettably, they realized that to achieve academic and personal success they had to accept and adapt to the new culture, and that meant forgetting themselves, their traditions, and their values and culture. The following

poem, written by an eighth grader, describes the anguish, anxiety and despair minority students feel when they realize that teachers and other adults do not understand, believe in, or care about them:

Si sólo. . .

*Si sólo pudieran ver que yo soy diferente
Que soy única e independiente.*

*Si sólo se dieran cuenta de lo que tienen enfrente
Y que yo nunca seré como la demás gente.*

*Si sólo pudieran ver más allá de lo que los ojos ven
Y que yo triunfaré sin importar donde los obstáculos estén.*

*Si sólo supieran que un día todos mis sueños realizaré
Aunque todo el mundo me diga que con su apoyo no contaré.*

(Jacquelin Martínez, SFS II 8th grade student, 2010)

As illustrated in the poem, many middle school Latino students like Jacquelin, dream of a bright future: They would like to become senators, lawyers, physicians, singers, actresses,... but they wake up to the cruel reality that most of the people around them may not care enough about them. They still have faith in themselves but, when they enter high school, their faith disappears and most of them end up as drop offs.

According to the National Center for Education Statistics (NCES), in 2016 only 79% of Latino students graduated from high school compared to 91% of Asian American and 88% of European American students. There is still a gap in the educational opportunities offered to Latinos. If we, as pedagogues, want to contribute to narrowing Latino students' opportunity gap, we need to create effective educational programs that meet these students' academic, social, and affective needs. Research on this topic has strongly affirmed that a powerful solution is a Spanish for Heritage Speakers program. However, in order for such a program to be effective it should be taught in a different manner from that used for second language learners (Parodi, 2008); have a flexible curricula adaptable to the diverse needs of students (Beaudrie, 2012); and address students' cultural and individual differences (Carreira, 2012, 2007; Rodríguez, 2014). In addition, it should promote students' critical consciousness (Leeman, 2012); focus on identity and affective issues (Martínez, 2012; Potowski, 2008); operate in a bilingual mode (Carvalho, 2012); and have a rigorous academic curriculum (García, 2001). Moreover, it should allow students to use their full repertoire of literacy practices (Stewart, 2014) and to develop literacy skills by

expanding the knowledge of genres of written discourse (Chevalier, 2004). We believe that our Spanish for Fluent Speakers Program (SFS) possesses all those characteristics.

Centering on Students' Lives

In the SFS program, students are encouraged to direct their own learning and work with other students on research projects and tasks that are personally, culturally and socially relevant to them. Consequently, in the SFS program the student is the focal center of the curriculum. This means accepting students', their families', and others' cultures and languages as legitimate and valuable, and embracing them as valid learning tools.

As shown in the table below, the SFS curriculum revolves around the students, as it offers them opportunities to know and understand themselves: Life experiences and values, and how to meet their linguistic, social, and emotional needs, as well as academic plans. It respects individual personalities and their moral and ethical contributions, regardless of race, gender, socioeconomic status, educational label and/or literacy differences.

SFS I	Who I am? Learning about us	Research Cultural aspect	Capitalization Punctuation Outline/Summarize Expository paragraph	PP presentation Expository essay
Unit 1				
Unit 2	Where I come from? Literature as a legacy of our people.	Reading analysis Myths /legends	Accentuation, main idea Chronological order Fact or opinion Inferences	Journals Midterm exam
Unit 3	How I feel? Literature as an expression of our self	Creative writing Short story	Elements of a short story Verb conjugation Descriptive paragraph Narrative paragraph	A short story
Unit 4	What I believe? Speech as an instrument of personal growth	Oratory Persuasive essay	Public speaking skills Types of sentences according to speaker attitude	Speech presentation Persuasive essay Final Exam

Embracing All Cultures

Instruction is culturally responsive when it incorporates and integrates different ways of knowing, understanding and representing information. Students should understand that there is more than one way to interpret information, events or actions. By being allowed to learn in different ways or share points of view in a given situation based on their own cultural and social experiences students become active participants in their own learning.

Negotiating a Transcultural Identity

An excellent example of this contentions is what students do in SFS II Unit II: *How I can be a better citizen*. To make this lesson meaningful, personal, and culturally relevant to my students, I identified a theme pertinent to them and selected activities in which they had to think critically, as well as speak, listen, read, and write in the target language. Firstly, I reviewed their answers to a questionnaire given to them at the beginning of the year. One of the questions was: *“What do you like most in life?”* Seventy four percent of the students answered sharing special moments with their families and friends. Secondly, I identified activities that gave them opportunities to share time with family or friends. The activities that stood out in their answers were birthdays, *Quinceañeras*, soccer, Thanksgiving, Christmas, summer vacations, shopping, watching a movie together and going to church. I chose Christmas as the best topic for this lesson for various reasons: It is the most important tradition for people of Latino heritage (even more important when they are far away from their country and extended family); it is also a celebration upholding their cultural roots. Moreover, it was a topic they felt relaxed and comfortable with. They had all experienced it and celebrated it every year with families and friends and they therefore could contribute easily to class discussions. Thirdly, since 80 % of the students are imaginative learners, meaning that they need to get involved on a personal level and that they are interested in culture and people, Christmas was an excellent topic to honor that way of learning. Fourth another survey conducted at the beginning of the year revealed that 95% of the students in the group had higher levels of the interpersonal intelligence, 79% were highly kinesthetic, and 63% were highly musical. The topic of Christmas therefore offered the opportunity to show off their singing, dancing, and instrument playing skills. Moreover, as it was that time of the year, it was an authentic setting for them. In sum, Christmas was the perfect topic to create a social, linguistic, and cognitive setting that encouraged students to interact and communicate in meaningful ways, explore perspectives behind the products and practices of a culture, and value such intercultural experiences.



The unit introduced the topic of Christmas by providing students the opportunity to discuss how they celebrate it in their countries and compare it with how it is done in the US. While doing so, they clarified misconceptions about the

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different activities they do and identified similarities and differences among Latino countries and the US. Some of them did not know why they celebrated Christmas; thus, they were also conscientized about their own values. They did a scavenger hunt on the Internet, in which they had to identify what particular traditions are celebrated in Spain, Mexico, Peru and the Dominican Republic on Christmas' Eve, Christmas' Day, New Year's Eve, and other relevant dates like December 16th or January 6th. The students were supposed to explore preselected Web pages, but they were also encouraged to find their own sources. They finally prepared a PowerPoint presentation to describe their findings.



Culturally Responsive Instruction also considers students' learning styles. A good example of this is Unit 2 of SFS I: *Where I come from*. In this unit, students read stories, legends, and myths from their countries. Just like every year, I recently researched my students' preferred learning styles. In one of the groups, 15 of 22 of the students were identified as imaginative learners. This means that they learn better by processing new information in a reflective manner; in other words, by listening to others and sharing ideas. In addition, they look for meaning and clarity, as well as associations and personal participation; they hence are interested in culture and people and need, above all, to be involved on a personal level. Consequently, I fostered that commitment by connecting the lessons with their personal experiences. After reading a legend, instead of writing in their diaries about a character's behavior or the message of the legend or the plot, the students answered questions like: "*Can someone die of love?*", "*Has someone betrayed your friendship?*", or "*Do you believe in love at first sight?*" Through this activity, students better understood and enjoyed the act of reading in the classroom; it was not a task to get a grade anymore; it was an act of knowing themselves.

Enfolding Students' Concerns

A transdisciplinary curriculum moves instruction beyond just merging disciplines. Inquiry is one of the biggest differences in this learning approach. The SFS curriculum is a transdisciplinary curriculum in which students perform tasks that demonstrate their ability to apply knowledge in a creative way. It focuses on authentic learning, new points of view, and current problems in the context of multiple disciplines. As shown below, the curriculum is organized around students' questions and worries, resulting in differentiation for them.

Reshaping the Curriculum				
The curriculum should be integrated, transdisciplinary, meaningful , and student-centered. It should include issues and topics related to the students' background and culture. It should challenge the students to develop higher-order knowledge and skills.				
In a transdisciplinary approach to integration teachers organize curriculum around students' questions and concerns.				
Unit I SFS II	How to positively use my leisure time? In search of our social wellbeing	Research Hobbies/pastimes	Research Writing skills How to write an expository essay	PP presentation Expository essay
Unit 2	How to be a good citizen?: Literature as a reflection of social consciousness	Reading analysis El alquimista Short stories	Sentence structure Diacritic Accent Special accentuation rules	Literary journals Literary review
Unit 3	What I care about the most?: Literature and its social commitment	Creative Writing Poetry	Elements of a poem Adjectives Rhetoric Images	Anthology of 10 poems
Unit4	How can I enhance my quality of life?: Citizens' Rights and Responsibilities	Oratory Persuasive essay	Public speaking skills Syntax Complements of the verb	Speech presentation Persuasive essay Final Exam

One of the biggest problems students had was the existence of *maras* (gangs). The SFS program gave them a safe space to talk about this problem, understand their behavior, make changes and find a support group. Little by little, students developed a sense of community and they discontinued using *maras'* symbols at school.

Celebrating Translanguaging

In the SFS classroom, students can speak English and Spanish simultaneously depending on their communicative needs. They have a safe space in which they speak, read, write, research and learn without being ashamed, because many of them have been told in the past they cannot communicate “well” in English or Spanish or both. While, according to García (2013), the notion of “code switching” assumes that the two languages of bilinguals are two separate monolingual systems that could be used without reference to each other, translanguaging assumes that bilinguals have an integral linguistic repertoire from which they strategically select characteristics to communicate effectively. That is to say, the translation has as its starting point the linguistic practices of bilinguals as a rule and not the language of monolinguals as it is described in textbooks and grammars. Translanguaging takes the position that language is action and practice and not a simple system of discrete structures and skill sets. Thus, when researching a topic for their projects, students can look for information in either of their languages and write their drafts in either language or both. However, the final product should be in Spanish. This practice is very easy and “normal” for them, as many of them are language brokers. They are used to translating or interpreting on behalf of adult family members, siblings, or peers who do not speak

English. Crafter (2009) conducted two studies with child language brokers and found that language brokering enhances confidence, fortifies students' sense of belonging at school and empowers them by feeling respected and admired by others.

Students' Profile after the Program

In 2014, I conducted a survey to identify the impact of the SFS Program on students' attitudes, self-esteem, language skills and future academic plans (Nieves, 2015). The study found that the SFS program described in this article improved students' self-worth. For the first time, my students felt that they were important and unique because they got to know their culture and language. More importantly, they got to know themselves, who they were, and where they came from. They understood that, even though they came from different Latino countries, all of them shared the same ethical, religious, and social values. The program gave them a positive vision of Latino culture, changing their attitude about their culture in doing so. Moreover, they developed a sense of cultural pride and identity, not feeling marginalized or silenced anymore because they did not speak English or Spanish well enough.

In the SFS class, students translanguage and express themselves in both languages if necessary. Therefore, they are more motivated to improve their biliterate skills. This is an opportunity for teachers to teach and compare grammar rules and other aspects of both languages. Accordingly, students gradually develop a broader command of two languages; best of all, they are conscious of it. When asked how learning Spanish had affected their school experience, an SFS II student said:

The SFS class is helping me a lot. One time, my English teacher asked me to write a poem. It had to be one page long! Thanks to my SFS class I could do it because we have already learned how to do it. This is the reason why I think it is necessary to have the SFS class in the school. Thank you for offering it!

Moreover, students discover that they belong to a new society that is bilingual and bicultural, and they realize this is a positive and convenient condition. One student stated:

Sometimes I have to translate for a Latino student that does not speak English, and others, I have to translate for a teacher that does not speak Spanish. Then, I feel good about myself.

Conclusion

Students' self-esteem augments when they understand themselves and when they develop a sense of community or belonging, e.g., a feeling of being integrated into the different Latino groups within their school and community. The SFS program also helps to ameliorate the power struggle between students. They comprehend that Salvadorans are not superior to Hondurans; and Hondurans are not superior to Bolivians or Guatemalans. Students understand that unity means power and this is

central for their motivation, engagement in learning, and perceptions of their own intelligence and importance. Since 2007, Latino students have begun to participate in activities offered by their school and county, such as the Latin Dance Club, International Night, Talent Show, Student Council elections, and the Spanish Language Gala, a county level event in which they voluntarily compete in spelling bees, and grammar, oratory, short story, essay, and poetry contests. In conclusion, the SFS program gives them hope to dream and believe that their dreams can become true.

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Technical Writing and the Global Repository of Technical Knowledge: English as a Lingua Franca or a Hegemony?

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The last few decades have seen the English language establishing itself as a lingua franca in scientific and technical publishing, to the extent that journals in other languages that were previously highly respected have either been marginalised or have been forced to publish more and more papers in English. This problem is particularly apparent in Russia, where the penetration of English is still relatively small and yet there is a large, highly skilled and knowledgeable academic user base, with a rich heritage. The authors discuss the pros and cons of the lingua franca/hegemony and the particular issue of the potential for highly significant work to be ignored by the international community if it was not published in English, plus the difficulty of referencing work in other languages, especially if they use non-Latin script. Speculation about the future, especially the possibility of the use of fluent machine translation, is included.

Keywords: English language, machine translation, publication, referencing, technical paper structure, vernacular languages.

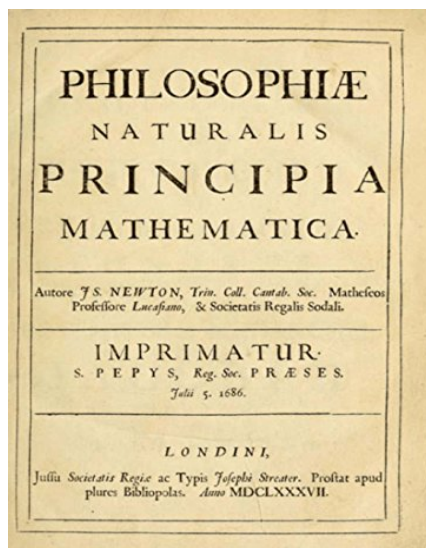
Introduction

This discussion is largely based on experience of academic publications in the fields of electronics and computing, but it is believed that experiences across the broad range of science and technology are similar. Over the course of the past half-century it has been noticeable how English has gradually become the lingua franca, particularly in the 21st century. While this can be seen in some ways to be a positive development, by nominally enabling scientists and engineers from all regions to share their work, it also introduces a major asymmetry, in that those with English as a mother tongue are far more able to compose papers for publication, and this has a critical influence on academic careers. Further, it begs the question whether important developments published in other languages may be being overlooked and whether people with a weak understanding of English are being hindered from the full potential of their creativity.

The situation was certainly substantially different in the past and some particularly significant historical examples can be cited. From the Renaissance (or earlier) until the 17th century or thereabouts Latin was the lingua franca in Europe and the outstanding example may be Newton's "Principia Mathematica" (Figure 1).

However, even Latin did not have an indefinite history, since Arabic would have been closer to being the lingua franca of science during the European dark ages and that would have been preceded by Greek. One might query how knowledge was being transacted in cultures that were not conversant with the lingua franca of the time: Various technological developments in China and scientific work in India might be considered. The probability is that scientists in such different cultures in those far-off days of very constrained communication largely worked in isolation within their cultures.

Figure 1. *Newton's Principia Mathematica: His magnum opus on the laws of force and gravitation (1686-7)*



In Europe, the transition from Latin to vernacular languages seems to have been fully developed by the 18th century and this situation persisted through the 19th and most of the 20th century. This begs the question of how much important knowledge might have been ignored because it was in an inconvenient language and, perhaps more significantly, to what extent progress was held back by the barriers to communication caused by this “Tower of Babel”. Clearly, the people deemed to be the “big hitters” in Europe had some knowledge of other languages and would somehow have been made aware of work in other languages. In this connection, the “Solvay Conferences” (Michon, 2019), which brought together a few of the leading lights of Europe, had a very important influence, although they only directly involved a small number. Key examples from this time would be the discovery of radioactivity by Marie Curie (Figure 2) and the development of the Special and then General Theories of Relativity by Einstein (Figure 3), followed by pioneers of the quantum

theory (Figure 4), but those outside the Western European (plus American) powerhouse tended to be excluded.

Figure 2. *Marie Curie's early work on radioactivity, 1904.*

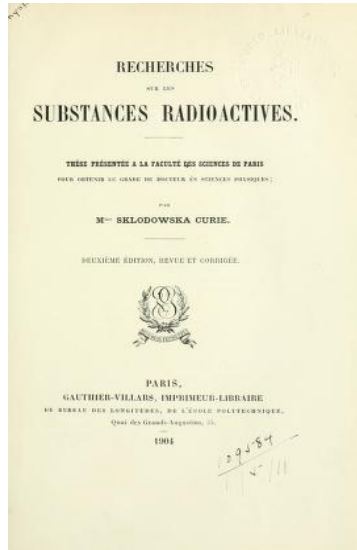


Figure 3. *Einstein announces the Special Theory of Relativity, 1905 (left) and the later General Theory, 1913 (right).*

3. *Zur Elektrodynamik bewegter Körper;* *von A. Einstein.*

Daß die Elektrodynamik Maxwells — wie dieselbe gegenwärtig aufgefaßt zu werden pflegt — in ihrer Anwendung auf bewegte Körper zu Asymmetrien führt, welche den Phänomenen nicht anzuhaften scheinen, ist bekannt. Man denke z. B. an die elektrodynamische Wechselwirkung zwischen einem Magneten und einem Leiter. Das beobachtbare Phänomen hängt hier nur ab von der Relativbewegung von Leiter und Magnet, während nach der üblichen Auffassung die beiden Fälle, daß der eine oder der andere dieser Körper der bewegte sei, streng voneinander zu trennen sind. Bewegt sich nämlich der Magnet und ruht der Leiter, so entsteht in der Umgebung des Magneten ein elektrisches Feld von gewissem Energiewerte, welches an den Orten, wo sich Teile des Leiters befinden, einen Strom erzeugt. Ruht aber der Magnet und bewegt sich der Leiter, so entsteht in der Umgebung des Magneten kein elektrisches Feld, dagegen im Leiter eine elektromotorische Kraft, welcher an sich keine Energie entspricht, die aber — Gleichheit der Relativbewegung bei den beiden ins Auge gefaßten Fällen vorausgesetzt — zu elektrischen Strömen von derselben Größe und demselben Verlaufe Veranlassung gibt, wie im ersten Falle die elektrischen Kräfte.

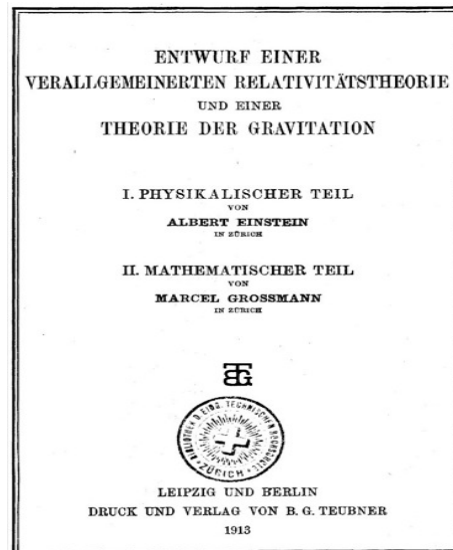
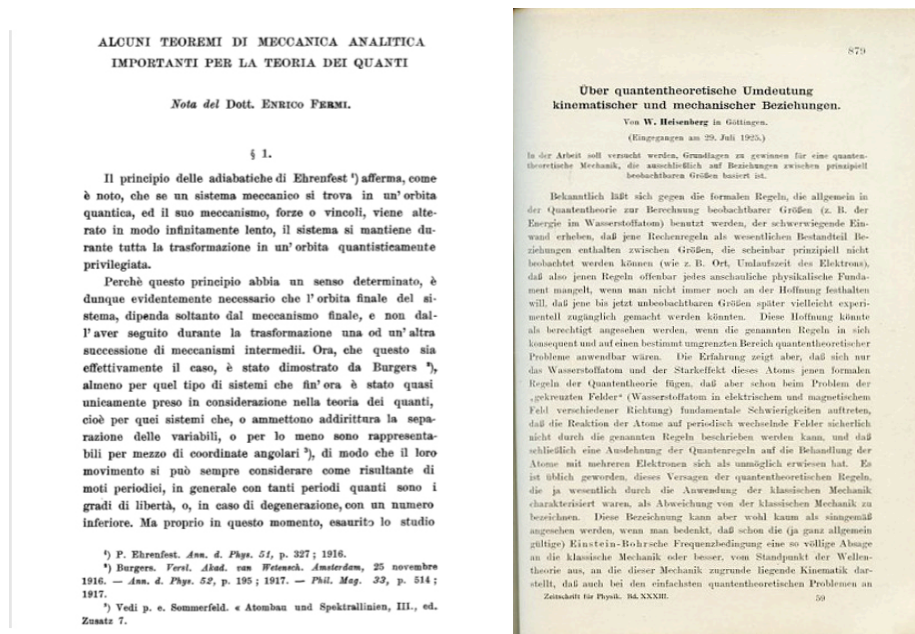


Figure 4. *Early days in the Quantum Theory: Fermi's original publication, 1923 (left) and Heisenberg's Uncertainty Principle, 1925 (right).*



One important exception that might be cited was the work of Mendeleyev on the Periodic Table, which certainly started out in Russian (Figure 5), but otherwise work published in non-Latin script was generally ignored. In India the questionable benefit of British colonial rule meant that pathways to publication in English were facilitated and the significant examples of Jagdish Chunder Bose (a major pioneer of radio), Satyendra Nath Bose (of Bose-Einstein statistics) and Subrahmanyan Chandrasekhar (cosmology) can be noted. China scarcely flickered on the radar through the 20th century, while Japan seems to have worked largely in isolation until it was forced to embrace the English language after the Second World War. A particularly significant example of a Japanese invention which was nearly lost to the West is the Yagi-Uda antenna, the most common type of domestic television antenna: This was invented in Japan and only published in Japanese (Figure 6). The West did not become aware of it until the senior professor of the department (Yagi) obtain a travel grant to undertake a speaking tour in the West, whereupon the idea was seized on with alacrity by Western engineers, although the actual inventor (Uda) was overlooked for many years.

Figure 5. Mendeleev's periodic table as originally published in Russian (1869): interestingly, some of his handwritten notes are in French and the symbols for the elements are in Latin script (Latin script is freely used where necessary in Russia in the present day).

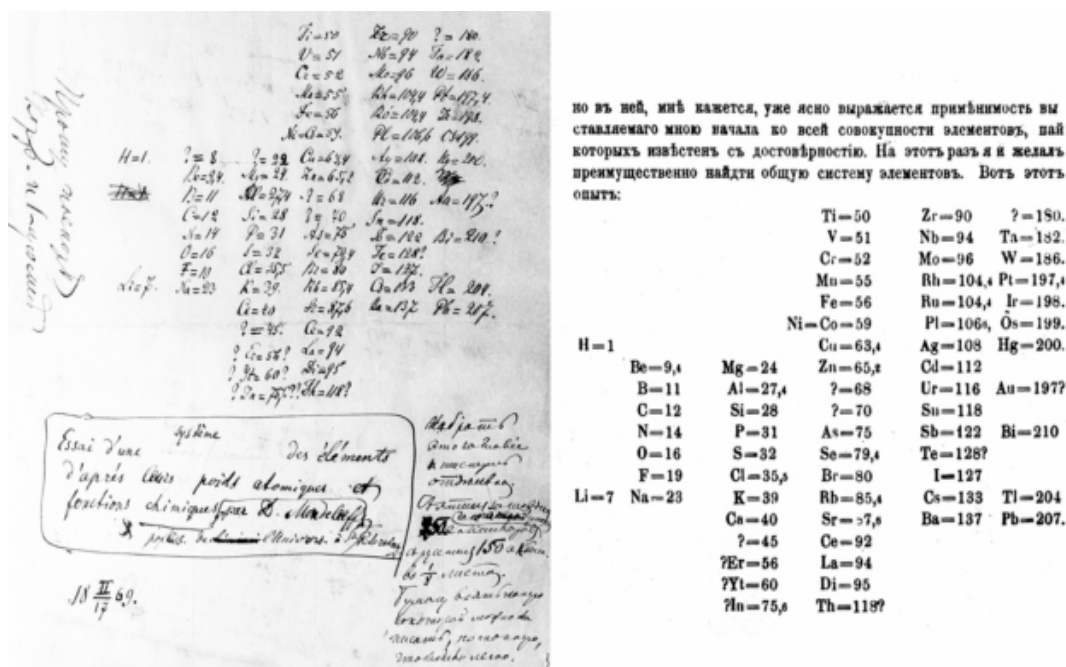


Figure 6. Shintaro Uda's publication of what came to be known as the Yagi-Uda antenna (left, 1926): the most common domestic television antenna (right).



Bowing to the Inevitable?

From the point of view of recent history, the ascendancy of the English language, for science and technology publishing at least, appears inevitable due to the dominance of American universities and industry. Arguably the only serious challengers in the recent past were German and Russian (author PE was taught German and Russian at his British science-oriented state high school in the 1960s because they were thought to be important for scientific professionals). Up to the 1950s, German was thought to be very significant in the field of chemistry at least, but it then seems to have been swamped by the consensus for English in the West. The status of Russian is very much linked to the political status of Russia and the Soviet Union and, since the demise of the latter, there have been increasing efforts to engage with the English language and to publish the highest quality work in it. However, the politics of international relations with Russia continue to colour policy in this area. This is discussed further below.

Other languages that undoubtedly had a significant foothold in science and technology publishing must include, at least, Japanese, Chinese and French. France has a rich history through personalities such as Lavoisier, Ampere, Skłodowska-Curie, Dassault, etc., but the general consensus towards English as the lingua franca of the European Union has largely seen the sidelining of French (a scan of the current contents list of the premier French Journal “Comptes Rendus” shows that it is now very largely in English, whereas only a few decades ago it was entirely in French). Japanese technology, especially in the field of electronics, is undoubtedly of great international significance, but, again, the strong integration of Japan with “the West” has seen the English language largely take over as the publishing medium of choice: the Transactions of the Institute of Electronic and Communication Engineers of Japan (IECE) displays a transition from vernacular to English similar to that for the French Journal, but occurring somewhat earlier. The German journals embraced English much earlier still.

Philosophically, this discussion begs a hypothetical question, which is “could some highly significant scientific or technological discovery have been published in a less common language and, as a result, have been overlooked by the English-dominated majority?”: Yoruba? Icelandic? Welsh? Guaraní? Tagalog? It is indeed possible that a few subtle aspects of medicinal properties of area-specific plant life might have been originally known only in an obscure local language, but in general the presumption has been that anything worth knowing about (or significantly commercial!) will have been translated into a more common language. For technology, the presumption is that the juggernaut representing the state-of-the-art is so tightly geared to the English language that nothing of significance will have escaped it. This assumption is very credible except, arguably, for the case of Russian.

The Special Case of Russian

As those of us who have lived through the era know well, the Soviet Union aspired to rival the United States and its allies in all fields of science and technology. Setting aside political considerations, it can be said to have been partially successful in this aspiration, but human inertia means that there is only ever likely to be a single lingua franca and, in this respect, English has been “first past the post”. There is, however, a much higher likelihood that some significant discovery may have been overlooked by the English speaking (or publishing) community and there is still a very imperfect engagement between Russia and the English language-using community. Despite the well-known disagreements over present-day politics, this situation cannot be considered to be a happy state of affairs and better engagement between scientists and technologists (at least academic ones) in Russia and the rest of the world is highly desirable.

As a result of historical relationships with Russia developed by the authors’ university, considerable first-hand experience of the strengths and weaknesses of the current situation has been gathered. Above all, there is a widespread sense in Russia that its efforts and sacrifices in the Second World War have been denigrated in the West and this was followed by denigration of any uncontroversially positive achievements of the Soviet Union. Despite Glasnost and the end of the Cold War, resentment of this historical picture continues to be common. Since the turn of the present century there has been a general trend among Russian academics to try to publish their best work in English language journals, but a perceived high rate of rejection has led to considerable angst and even some propagation of conspiracy theories. This is extremely unhealthy and anything that can be done to mitigate it is to be encouraged. As an aside, it may be noted that major Russian journals still appear to publish a high proportion of their papers in Russian, but abbreviated translations into English are often provided.

Discussions with Russian academics have yielded some interesting ramifications of this. Firstly, there is a tendency for Russian authors to cite mainly Russian references, even when publishing in English, and there is no doubt at all that reference lists in papers published in Western English-language journals rarely cite Russian literature. From a scientific standpoint, this is to be deplored. A specific discussion on this point with a Russian academic threw up a very important difficulty, which is that non-speakers of Russian would not understand titles of references written in Cyrillic script and would not easily be able to search the Internet for them (e.g. using Google). If they were transliterated into Latin script the words would be readable but meaningless and Google searching would again be fruitless. If they were translated into equivalent English phrases, the translation process is not a precise science and hence the chances of achieving a “Google hit” would not be great. It is therefore fortunate that modern Russian papers tend to have an “official” English translation of the title incorporated, but it is not clear how long this has been the case. This observation

suggests a corollary that English-language papers should, ideally, incorporate translations of their titles into a few other key languages, yet this is currently rare.

Discussion of Fairness and Possible Visions for the Future

It is very understandable that speakers of other languages might feel resentment against the dominance of English, since publication in the leading journals is a very important factor in the winning of employment positions and the gaining of promotion, at least in the academic world. It thus behooves fluent English speakers to give serious consideration to assisting their colleagues who do not have English as a mother tongue. The authors have extensive experience of this and it is important to note that a critical eye cast on a first draft of a paper in English usually yields not just grammatical and style deficiencies but also flaws in the rigour of the reasoning. This is presumably not a language issue but a more general result of expert reviewing.

Have the English language and English native speakers any moral entitlement to this dominance? That is highly questionable, particularly given the current political environment. Will the future see a switch to a different *lingua franca*? Probably not, since technological solutions to language translation are becoming more and more capable, even though they have significant deficiencies at present (Excell, 2019). Does automatic translation mean that we may see a reversion to publication in vernacular languages? Theoretically this might be expected, although there is still a long way to go in automatic translation of deep subtleties of nuance etc. Is it possible that technical papers might be replaced by some kind of culturally-independent “language”, for instance some kind of ideographic representation of concepts and reasoning? This is something that has exercised the authors’ minds, not least as a way of assisting non-native speakers of English to start to lay out the key points that they wish to publish. Ideographic representations may be too fanciful, but a “stripped-down” set of key statements in English may be a more practical way forward: An example of guidance that has been offered is given in the next section (Excell & Excell, 2019).

A Minimalist Approach to Commencing the Writing of a Paper

A first step would be to reduce the paper down to its absolute basics. In theory, the abstract should do this, but writing a good abstract is difficult, so it is suggested that that should be left to the end, and instead the following focused questions should first be answered very briefly:

1. What is the paper about? (No more than one sentence). It is possible that this might become the title.
2. What is the key innovation that is intended to be announced? Ideally this should be no more than one sentence. If it will be argued that there is more than one innovation then these could be put into separate sentences, but it would be better to put other innovations into separate papers.
3. Draft Conclusions section.

The hope is that an initial focus on the Title and the Conclusions would support clear thinking about what needs to be said in the rest of the paper. It is strongly recommended that writing of the abstract (and its keywords) be left until the end. A draft of the Conclusions means that the text can be improved after the rest of the paper has been written and improvements will almost always be required. These ideas have been suggested in various fora, but no detailed results are as yet available.

Conclusions

Since the middle of the 20th century, the publishing of academic papers in science and technology has seen a progressive drift from vernacular languages to a coalescence on English as a lingua franca in most countries with developed technological economies. The emergence of a lingua franca can be thought of as being a good thing in encouraging communication and rapid sharing of innovations, but at the human level it can be argued to be unfair as it favours those with English as a mother tongue, especially since appointment and promotion criteria in academia are heavily dependent on published work and papers offered with a weak standard of English are much more likely to be rejected than those by a native speaker. This imbalance can be argued to be a form of hegemony, although it has arisen through the parallel development of the American technological economy to a position of dominance. The paper has addressed the question of whether this situation will last substantially into the future and what can be done to mitigate it. For the latter point, it is suggested that those with English as a mother tongue should be willing to assist their friends and collaborators with other vernaculars, but that a very aggressive distillation of the ideas that are intended to be presented in a published paper should be done as a starting point: conceivably this would also be good practice for native English speakers.

It is argued that machine translation, while very imperfect at present, is likely to ultimately be able to allow a return to the publishing of papers in vernacular languages, they then being capable of being read in any other language via a probable future very advanced machine translation system. Certainly, machine translation is not capable of effecting this at present, but the advance of computer power according to Moore's law (Moore, 1965) can be expected to deliver a reasonably good quality of translation in due course of time.

Postscript

Allow us to conclude with two quotations from the late Jacob Bronowski (1973), a huge source of inspiration:

"I speak English, which I only learned at the age of 13; but I could not speak English if I had not before learned language... I speak English because I learned Polish at the age of two. I have forgotten every word of Polish, but I learned *language*".

“We are a scientific civilisation: that means, a civilisation in which knowledge and its integrity are crucial. Science is only a Latin word for knowledge. If we do not take the next step in the ascent of man, it will be taken by people elsewhere, in Africa, in China. Should I feel that to be sad? No, not in itself. Humanity has a right to change its colour. And yet, wedded as I am to the civilisation that nurtured me, I should feel it to be infinitely sad. I, whom England made, whom it taught its language and its tolerance and excitement in intellectual pursuits, I should feel it a grave sense of loss (as you would) if a hundred years from now Shakespeare and Newton are historical fossils in the ascent of man, in the way that Homer and Euclid are.”

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Questioning the Language of Science as “The Gold Standard” in Education

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With the increasing push to make education more “scientific” and educational curricula more rigid, the question of the impact of encouraging educators to look to Science as the “gold standard” to answer the learning needs of diverse students and to make their profession more legitimate takes center stage. This push is rooted in the values of empiricism and Western epistemology, but a deeper look at the issue reveals both epistemological problems and values given to science that promote a monoculture instead of a more itinerant standing. A critical social justice lens is used to shed light on the issue.

Key words: Itinerant curricula, socially just education, language of science

The History of Science and Its Discontents

Historians of science mark the scientific revolution in 16th/17th Century Europe as the beginning of modern science, modern Philosophy, and modern life. It was in this revolution, or “crisis of European consciousness” (Koyre, 1957, p. v) that the geo and anthropocentric world of Greek and Medieval astronomy was replaced by a heliocentric, and later centerless, view of the universe, thus shifting social and even spiritual human beliefs. Human beings were no longer mere spectators of nature, but owners and masters of it. Later, as the organismic pattern of thinking and explanation was replaced by the mechanical and causal, the “mechanization of this world-view” (Koyre, 1957, p. v), so prevalent in modern times, was born. It is at this point in history that the heavens no longer announced the glory of God and instead, the destruction of the infinite cosmos was followed by the measurement of space in an attempt to create a finite, well-ordered, hierarchy of perfection that forms the very basis of scientific thinking. Thus began the divorce of the world of values and the world of facts, and the secularization of consciousness as the human mind turned from transcendent goals to immanent ones.

Within this framework, and among scientists, a theory is accepted if and only if it is “true.” To be true means that a theory is in agreement with observable facts that can be logically derived from it. The influence of moral, religious, or political factors must be kept separate or the theory becomes illegitimate and must be deemed as such by the community of scientists. This is how scientific theories come to be validated (Frank, 1954); as such, any attempt to shed light on the nature of scientific enquiry and the processes that lead to scientific discovery of truth must also separate the facts of science from any influencing factors such as history itself and the political, economic, and cultural forces it entails.

“The beast lives unhistorically,” wrote Nietzsche (1957), and nowhere is this truer than in the dominant ways the story of science is presented, where Biology is seen as independent from a political order and the state and is, therefore, in Hegelian terms, a historyless (or ahistorical) condition. In fact, it was not until 1962, with the publication of “The Structure of Scientific Revolutions”, that Thomas Kuhn (1962), coming from that same tradition, challenged the rigid and authoritarian view of science as a discipline and instead put forth a more creative, emergent view in the West of how the story of science ought to be considered. Kuhn’s book was considered the most revolutionary book about the history of science in the West and the “most widely read, and most influential work of philosophy written in English since the Second World War” (Rorty, 2000, cited in Kuhn 1962, p. 7) and his ideas about how science actually not only challenged traditional positivists views but also made popular the concepts of preconceptions, prejudices, points of view, principles, and conceptual frameworks as essential to comprehending science.

In his explanations, Kuhn (1962) coined the term “paradigm,” or an integrated cluster of substantive concepts, variables, and problems attached with corresponding methodological approaches and tools to refer to the worldview held by any scientist at a given time. Paradigms provide a “scientific community” (Kuhn, 1962, p. 10) with a model for examining problems and finding solutions. A paradigm, then, is a set of accepted examples of scientific practice, including law, theory, application, and instrumentation, that provides a model from which spring particular coherent traditions of scientific research. Every scientific community shares its own paradigm of truth (examples are “Newtonian physics” and “Aristotelian dynamics”) and, in fact, it is its possession of a common paradigm that constitutes it as a scientific community.

The problem is that paradigms are limited in both scope and precision. The only reason some paradigms gain status is that they are more successful than their competitors in offering solutions to problems that a group of practitioners have recognized as important. In other words, there is no “truth” behind a paradigm—only that it can beat out other paradigms. In this way, science itself and its methodology can be seen as a paradigm that has been able to beat out other paradigms; and, has thus, become normalized by the scientific community (and in this case all academic communities).

It is only when the scientific community can no longer suppress an anomaly that the profession is led toward a new basis. This phenomenon Kuhn (1962) called “scientific revolutions” (p. 6) and the only way science has over history moved forward. Scientific progress then occurs through a series of renegotiations by the established scientific community through a crisis of meaning. What is important here, however, is the argument that, in resisting new ways of thinking, science is ultimately the enemy of new discovery until the new way of thinking can no longer be suppressed. According to Kuhn (1962), when we look at the data in science itself more carefully, it becomes clear that much of what was once scientific belief is now myth such that if these out-of-date-beliefs are to be called myths, “then myths can be produced by the

same sort of methods and held for the same sorts of reasons that now lead to scientific knowledge” (p. 2). Copernicus, Newton, Lavoisier, and Einstein were all radical thinkers who were marginalized by the scientific community for rejecting their time-honored scientific theories of the time. Each transformed the scientific community by ultimately having to transform the world within which scientific work was done. It is easy to see, then, that if the paradigm is problematic, the field itself perpetuates falsehoods. Equally important, and perhaps even more so, is that if the paradigm is biased in its aims, one can easily see how phenomena like phrenology could gain such ground as science. While a look at the history of Phrenology in education is beyond the scope of this paper, it is easy to see the parallels between the popularization of Phrenology in America, and the current push for the scientification of education, fueled by the same fervor to “measure” the brain.

Arguing that the logical positivist image that we possess of scientific history does not stand up to historical scrutiny, Kuhn then shifted our perception of being a mere spectator of scientific developments to that of a critical thinker who must look at the underlying values, politics, and power relations that result in the success of one paradigm over another. This “discovery,” however revolutionary, is of course only new in the Western tradition itself. While Kuhn is lauded as a radical thinker who was the first to challenge the positivist approach of the field, countless other traditions of science and history have existed and were ignored. In fact, it seems to be that in what Haraway (1988) called the “god trick of seeing everything from nowhere” (p. 581), science’s epistemology has not just promoted positivism, it has done so by colonizing all other forms of knowledge production before rendering them extinct, becoming a hegemonic epistemology, violently imposing a coloniality of power in knowledge production (Quijano, 2000). Thus, scientific culture and scientific rationality continue to permeate our dominant mode of thinking today (Aronowitz, 1988), and nothing about Kuhn’s critique or the critiques of other epistemologies or critical thinkers have shifted sciences position of superiority attesting perhaps to the power of science to rule supreme.

The Scientific Method and Its Discontents

The issue of methodology in science has also been the subject of much critique. First, in scientific methodology, “the qualitative is excluded, or, more precisely, quality is occluded from the objective world” (Aronowitz, 1988, p. x). Second, scientific methodology is rooted in the idea that statements must be tested and validated by others, using the identical methodology, in order to guarantee validity and reliability. But the fact is that when all scientists must use the same methodology, what is first guaranteed is the reliability of what counts as science (Aronowitz, 1988). In other words, the field defines rationality in a specific way, makes that way the privileged discourse, and uses empirical validation to hold its privilege. Aronowitz (1988) argues that, “Since the truth claims of science are tied to the methodological imperative, it insists that science must be held immune from the influences of social

and historical situations” (p. viii); this explains perhaps how the history of science, including today’s medicalization of education, is always framed within a myth of development.

Perhaps this is because, as Sandra Harding (1986) posits, “Only to the extent that one person or group can dominate the whole, can ‘reality’ appear to be governed by one set of rules or be constituted by one privileged set of social relations” (p. 26). In fact, it can be argued, “it is commitments to antiauthoritarian, anti-elitist, participatory, and emancipatory values and projects that increase the objectivity of science” (Harding, 1986, p. 27). Yet the whole of scientific history seems to be a search for “the machine that can yield the raw material for penetrating the secrets of nature” (Aronowitz, 1988, p. viii), setting up a competition to forever develop more sophisticated equipment to conquer nature and yield its secrets, as with the newer tests and technologies aiming to penetrate the brains of students in classrooms, denying a dialogical relationship between man and nature and instead fracturing knowledge and supporting the further alienation of human beings from nature (Darder, Baltodano, & Torres, 2009). Other epistemologies, for example, indigenous knowledge, would find such an approach problematic at the very least in coming to understand the secrets of nature, arguing that the principal relationship here between man and nature is one of exploitation or the imposed extraction of natural resources for personal gain (Four Arrows, Cajete, & Lee, 2009; Grande, 2015) though the researcher or scientists is not an active participant in, but rather a detached observer, of life (Banuri, 1990).

It is important to note that values such as individualism, competition, and privatization reflect the free market more than nature, only to “sustain patriarchy and its subjugation of all subordinate living things” (Darder, as cited in Kahn, 2010, p. xii), ultimately disrupting the ecological order of knowledge essential to the sustainability of nature itself. In its discussions around objectivity versus subjectivity, rationality versus intuition, mind versus body, and so forth, the scientific method seems to claim that “human progress requires the former to achieve domination of the latter” (Harding, 1986, p. 23), where the former, in this case scientists as knowing subjects, are associated with masculinity, while the latter, objects of his inquiry are associated with the feminine. Nowhere is this more apparent than in the education system than the proliferation of experts into the field as being educated and trained is a requirement for scientists. In other words, you must first agree to this particular way of knowing, train your brain in it, and exclude all other ways, in order to be allowed to participate in scientific inquiry. What follows then is a preference for particularly educated investigators as science insists that “only those inducted, by means of training and credentials, into its community are qualified to undertake whatever renovations the scientific project requires” (Aronowitz, 1988, p. viii). As a result, the very notion that the scientific method rids us of bias comes under question.

What is also problematic is that as a theory, not only does empiricism not consider “the practical intent of transforming asymmetrical relations of power” (Darder et al., 2009, p. 13), but one could also argue that science’s insistence on

empiricism enacts the existing power relations between science and its subjects of study in order for science to retain its privileged position.

It is therefore important to realize that despite all the effort toward neutrality, the scientific method itself with its unidirectional attempts to control can never be neutral. We cannot give the scientific method primacy and power over all, without questioning the validity of the commonsensical assumptions that drive the method.

Education, Science and Knowledge Control

Some argue that what craniometry was for the nineteenth century, intelligence testing became for the twentieth century (Gould, 1996), making the development of IQ testing which lead not only the overrepresentation but also misrepresentation of students of color and English language learners in special education (Artiles, Rueda, Salazar, & Higareda, 2002; Artiles & Trent, 1994; Connor, Gabel, Gallagher, & Morton, 2008; Skrtic, 1991) the start of a dark chapter in American education.

Another dark chapter (not limited to the United States but extending globally to all colonizing empires of the West) includes the outlawing of indigenous languages and cultures and the forced removal of indigenous children from their families and cultures in order for them to be “educated” in “modern” schools by Western (superior) thinking (Smith, 1999) educators. No place is the politics of location (Braidotti, 2013; Haraway, 1988) then more relevant than in the classroom, where the battle over knowledge is played out by educators and where the dominion of science is presented as an authorizing corpus of knowledge, without being analyzed with respect to its perpetuation of cognitive and social exclusions. As Freire (1987) argued, “naming the world” is directly linked to claiming it and to claiming those ways of viewing the world that count as legitimate within the context of lived experiences; this speaks to the knowledge that has been systematically excluded and erased from the educational process of subaltern populations (Darder, 2012).

In presenting itself as the overarching knowledge authority, achieved by a specific set of cognitive techniques that reflect a hegemonic society ruled by excluding norms and values, science has undermined other ways of knowing in order to shroud and eliminate conflicts that would normally catalyze new knowledge paradigms—paradigms that might question those formerly unquestionable epistemological conceptions of the world and the interests that inform them. In other words, science, has been amputated from its own historical etiology, no longer taught as a complex field of argumentation and counter argumentation based on contested theoretical and procedural frameworks, but instead as neutral and objective while concealing moral, intellectual, and political conflicts (Gouldner, 1970). Students are therefore introduced to a scientific methodology that lacks contestation of its objectives, its methods, and the foundation of its paradigms (Dreeben, 1968, Paraskeva, 2011). In this way, science is no longer an ideology, in Gramscian terms, but an objective applied notion that has done away with discords and is understood as the true sources of scientific progress.

Epistemological Disruptions

It is not difficult to see in the history of science its epistemological parallels with the deep structures of colonialist consciousness: Belief in progress as change and change as progress; belief in the effective separateness of faith and reason; belief in the essential quality of the universe as of reality as impersonal, secular, material, mechanistic, and relativistic; subscription to ontological individualism; and belief in human beings as separate from and superior to the rest of nature (Grande, 2015). It is also not difficult to see the implications of such a consciousness on schooling today, where independence, achievement, competition, consumerism, humanism, and a detachment from local sources of knowledge and nature form the dominant definitions of reality all under the guise of scientific thinking.

Important to this discussion then is the critical pedagogical principle of historicity, which asserts, “that all knowledge is created within a historical context and it is this historical context which gives life and meaning to human experience” (Darder et al., 2009, p. 10). When considered within a historical context what is put forth by the history of science is a kind of intellectual fascism that promotes the epistemological power of the sciences over all other domains. In the process, it determines what is legitimate thought, while ignoring challenges to scientific discourse. As such, knowledge produced as science becomes “the privileged discourse, and all others are relegated to the margins” (Aronowitz, 1988, p. 9). In this way, any critique or difference is rendered invisible or as acceptable in the margins, but nonscientifically acceptable and the scientific framework is considered singularly paramount to explaining facts. As a result, even philosophy “has become the servant of the sciences” (Aronowitz, 1988, p. x), despite the fact that, during the enlightenment and before, the scientist and the philosopher were one.

After demoting philosophy to the “arts,” science seems to have also risen above religion in a genius way. In its ability to “identify the absolute with knowledge of nature, taken as a quantitatively apprehended series of appearances whose essential object is a particle that defies observation” (Aronowitz, 1988, p. viii), science has gained absolute power much like religion, but without the doubt. While in religious beliefs, those who doubt can turn to scientific methods or experience or reality as a way to escape the power of religious dogma; in science, because there is always the promise that we will eventually find a way to prove what is true, the power becomes more absolute than God. Herein lie the authoritarian epistemological roots of science that must be interrogated.

As a result, one would expect that as science continues to push its way into education, education itself, like art, philosophy, and religion can be pushed to the margins of human experience and “become extracurricular” (Aronowitz, 1988, p. 9). The irony here is that the scientific methodology, much like dogmatic religion, actually trains our brains to “exclude speculation” (Aronowitz, 1988, p. x), except at the outset of the empirical tradition. This, in essence, limits our learning capacity, thereby training our brains to become worse at learning.

Toward a Socially Just Paradigm of Science in Education

Just as the last push of science into education in the form of testing and measurement left teachers fearful, feeling “they are no longer with their students because the force of punishment and threatening dominant ideology comes between them” (Darder, 2002, p. 60), this new push will likely further solidify the instrumentalization of education through the intensification of ideological values and beliefs that support standardized, prepackaged, teacher-proof curricula, and rigorous testing and assessment procedures. Except this new shift now comes with even more “scientifically sound” measurements. We live in a great shift of consciousness, which Freire (1998) warned, if left unaddressed, will bring us to a brutal and unforgiving time. Perhaps this time has already come to pass, but surely it is not too late.

Freire (2000) was convinced that schools exist as significant sites of struggle, and that teachers must “embrace an ethical responsibility as citizens of history” because they are “in an ideal position to collectively fight for the re-invention of the world” (Darder, 2002, p. 31). Such a struggle and re-envisioning is not limited to teachers in classrooms but it must begin there. While we must engage with these issues at every level, including in policy that impacts teacher training and professional development, educators themselves must push back against the scientification of their field in ways that limit the work of students and their own work. What Freire’s (2000) vision of a humanizing education gave us is an example of a reflective praxis wherein individuals become socially conscious of themselves and the world around them. If we were to reject the perils of the exploitative system of education fueled by capitalism, he argued, and allowed citizens to realize the power of their ontological vocation, we would find on the other side a more meaningful existence.

To achieve this, Freire (2000) provided us with a language and theoretical framework for being, in hopes of “transcending a colonial existence that is almost culturally schizophrenic” (p. 11), a phrase that well describes the ideology of brainhood in education. But such an emancipated existence requires first a fundamental shift in the way educators view themselves and their role. Such an existence requires the rejection of colonizing ideologies that have been responsible for the cultural domination of our education system and for the recognition of the self as a subject of history, in order to “critique, decolonize, and reinvent the world anew, in the interest of a truly just and democratic future” (Darder, 2015, p. 40) in solidarity with others.

In such an existence, teachers and scientists would not be on opposite sides, but engaged with one another in a critical understanding of the world that encourages inventive, emancipatory arrangements (Darder, 2002). In such a paradigm, educators would work together to decolonize the field by renaming it, to utilize the decolonizing principles to inform their work in the field, to push for and engage in a more itinerant curriculum, and to uphold the ethical and emancipatory possibilities of science in their everyday practice. The pursuit of our full humanity, in education or elsewhere, can never be achieved in isolation but “only in the fellowship and solidarity of community and social movement” (Darder, 2015, p. 39). This is the reason that in order for

education to reposition itself as a socially just field, it must first commit to developing political and social consciousness as a field of study (Darder, 2015). Only then can the field overcome the risks it now faces of educating students for the dehumanizing roles prescribed by Eurocentric epistemologies and move toward a pedagogy of transgression (Freire, 2000), committed to transforming the “oppressive ideologies, attitudes, structures, conditions, and practices within education and society that debilitate our humanity” (Darder, 2015, p. 5).

We must therefore work to assume a more rhizomatous approach (Gough, 2000) that sees reality beyond dichotomies, beyond beginnings and ends, a theory of non-spaces (Augé, 2003) that breeds from the multiplicity of immanent platforms and defies clean knowledge territories (Deleuze & Guattari, 1987; Eco, 1984). Only then can we also come to imagine schools that are no longer tyrannized by the rhythms of classification and compartmentalization, headed by spurious dynamics, or consigned to produce segregated outcomes. The great challenge facing education today then is not to become more scientifically legitimate, but to figure out how to operate a decolonizing order (Pirayesh, 2018).

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