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***SPANISH ENGLISH BILINGUALISM AND LITERACY: CRITICAL
PEDAGOGY AS ACTION IN POSITIVE COPING TOWARDS A
TRANSFORMATIVE SELF-IDENTITY***

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ABSTRACT

This chapter reports on a study that focuses on a special agent of change: the classroom teacher and their bilingual skills in preparation for the challenge of teaching in Spanish and English. The new generation of practicing bilingual educators and those presently preparing to teach, have lived in a context that, although restricted by language policies for schooling, have developed coping mechanisms and maintain skills in both languages, Spanish as a native language and English as the language of schooling. A goal for this study is to support a change for a more humanistic approach for the education of linguistic minority students. The bilingual programs that have existed in schools do not enhance bilingualism but rather the goal is to facilitate the acquisition of English thus creating *subtractive* bilinguals' skills. A more just and enriching approach to schooling is to provide a meaningful education situated in a theory of cultural production and viewed as an integral part of the way in which people produce, transform, and reproduce meaning. This kind of education needs to be constructed to see bilingualism as a medium that constitutes and affirms the historical and existential moments of lived culture.

Key words: coping, bilingualism, acquisition, cultural production, transformative-self

INTRODUCTION

In California, although historically it has been an-English Only State, a proliferation of media, commercial, sociopolitical, and economic aspects of society are generating bilingual production of Latino language, culture and art at a faster pace ever imagined twenty or thirty years ago. This bilingualism includes the psychological/historical evolutionary aspects of language in context. Bilingualism develops naturally in everyday interactions. The new freedom of expression to choose the use of two languages, where language shifting is an acceptable mode of expression among Latino youth, frames a dynamic language phenomenon: the multiple dimensions and intricacies of culture coupled with language and the internal and external forces from holistic aspects of cognition which evolve in development of two languages.

The resurgence of bilingual education programs in the schools in California requires attention to issues of certification of teachers and how bilingual pedagogy will be designed in schools. Bilingual education has never been

about eliminating English. The goals and objectives are to facilitate the acquisition of bilingualism to learn to succeed in two languages. To contribute to that goal in this study, bilingualism is considered a natural and cultural phenomenon, which continues to evolve. The vision is that Spanish English bilingualism is a part of a common future that is steadily becoming multicultural and multilingual. In addition, the persistence of Spanish English bilingualism and cultural nuances of language behaviors are seen as a foundation for cross-cultural understanding. This study focuses on teachers' perception of their own linguistic proficiency and how they developed literacy in both languages according to their own renditions via narrative accounts. Furthermore, aspects of how bilingual teachers build and strengthen their sense of pride in the use of two languages and how this sense of pride becomes a vehicle for teaching literacy skills by generating innovative pedagogical venues is the focus of this project. The emphasis of probing is getting a sense of why bilingual teachers need to consider their own bilingualism and cultural identity associated with being bilingual. Furthermore, this probing at multiple levels, will elucidate how a self-identified bilingual identity will strengthen the conviction and pride in the use of native language schooling for participating teachers.

This study has been done in two phases: Phase I probing by asking bilingual teachers and bilingual credential candidates to respond in short narrative form to two questions. In addition, as an experiment in the study teachers were asked to respond to a Semantic Differential scale. Initially, probing was done at several levels; interviewing, coding responses (through Atlas.it) and finally in the final analysis, short essays were collected. The second Phase II, focused attention only on the two short narratives. The responses give way to probing to a deeper level of emotive response as evident in the narratives written by the teachers. Presently, in the interpretive phase of the study, a reconceptualization of what it means to be bilingual, and develop as an educator based on a lived experience with the struggle of socially, cognitive, and psychologically identifying with bilingualism, is reconceptualized by our analysis. In most cases respondents reported that they learned to read in Spanish first (in English in a few cases), and this is analyzed with via self reports of the home environment. An antecedent to this goal is to examine how California, as it was the first State in the Union to require English Only laws, needs to be reconsidered from a social/political stance and with an historical yet evolving mechanisms deliberately marginalizing linguistic minority groups but specifically the Spanish speaking groups that have origins in this part of what become the United States but for almost five hundred years, Spanish has been spoken in the community or in California specifically since the end of the 18th century (Fuentes, 2014).

ANALYTICAL FRAMEWORK

Critical Pedagogy Through Action

The Spanish language, although spoken by many as a first and native language, is primarily taught as a foreign language in schools throughout the US. This has been the tradition in public education in California since about 1892 (Garcia, 2008). To promote literacy, the body of literature on language and critical pedagogy research (Ladson-Billings, 2014) proposes alternate structures to school curriculum. An experimental model of pedagogy designed for a student-driven heritage language Spanish classroom in which the Spanish language is enhanced and practiced through culturally relevant communicative activities has been designed and documented (Garcia and Favela G., 2016). The intention was to generate collaborative models for teaching and learning to be used by teachers that are bilingual in Spanish and English and can embrace the enriching experiences gained by being bilingual and where students have a strong direct connection and awareness of the importance of the culture of everyday life through language in the community. The results of this study generate venues for projects that promote critical pedagogy where students, working collaboratively, practice their language skills through creative research into the cultural wealth of their communities, a process that would also promote a sense of agency in learners as they take charge of their own learning. According to Ladson-Billings (2014), the idea is to empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitude. Such concepts essentially impart a view that conceives of education as a site for social justice and classrooms as sites where social change can take place. From the start, in concert with critical pedagogy, the fundamental tenets of participatory action research, which is a process in a spiral of steps, composed of planning, acting, observing, and evaluating the results of actions are the theoretical basis for this ongoing work. Action research is based on the notion that an improvement or change is required. The cyclic nature overlaps action and reflection which allows a critical pedagogy of change to proceed as participants learn from their own experience to organize their work to become accessible to others, teams decide their level of commitment to improvement for critically informed action (McTaggart, 1997).

The preliminary findings support assertions of previous historical and theoretical analysis of language coexistence (Fishman, 2010; Garcia, 2006, 2008). In addition, studies done over the last two decades have examined language interactions in context along with the cultural representation of the language population being served and linked to various historical educational policies in the State of California. These studies offer dimensions of the dynamics in which bilinguals in the profession develop a bilingual cultural identity that affects the way they use the native language for formal learning. These complex language issues may also affect the way teacher certification and the preparation for accessing the needs of English as second language learners is designed through formal legislation, and by certification institutions. The process of transformation in this study includes three forms of relating to oneself and others (students); self-confidence established and developed in relationships of care, friendship and love, self respect in a community or rights and self respect shown by others (particularly

parents) in the community for one's contributions through work and mutual respect. These basic tenets are constant and are part of a democratic society which strives to enhance learning (and teaching) as a vital and necessary to the practice of transformative education. Accordingly, "identity development is not merely an individual task but necessarily involves a social dimension" (Fleming, 2018 p.7). Transformative learning in this study includes the dimension requiring the learning to focus on the ability to perceive the world with the personal and social as being connected (Fleming, 2016). Teaching as transformation is the goal in this experimental study with a focus on literacy.

Probing Through Process: Bilingual Teachers Perception of Self

The first phase of the study conducted with classroom teachers included student teachers enrolled in a university teacher credential. These teachers were invited to write a short essay and were asked to write based on their memory of learning to write in their native language. As a result of open dialog with both practicing teachers and student teachers, the analysis of their writing samples indicated a need to collect responses from a larger sampling of teachers. In addition, the same group, was invited to discern the perceptions of the use of native language associated with the struggle to maintain their bilingual skills (social emotional dimensions such as stress, coping mechanisms etc.) in a professional field that is predominately English Only according to the essay question posed for a written response. Thus, in both phases of the study conducted over the course of two academic years a combined sample of thirty elementary and secondary school teachers and credential student teacher candidates responded to two open-ended questions inviting them to write about their native language literacy, how and when they learned to write in their native language and who taught them to write. In addition, one of the questions asked them to recall and describe an incident when they were consciously aware of relinquishing secondary status to the use of their native language (the questions asks them to recall an incident during adolescence since by secondary school the social identity particularly with language use is very important) or instead chose to use English. This probing yielded short narratives. (See appendix for the questions posed in Spanish). Most responses were varied and replete with deep-level descriptive dimensions of emotional, social, and cultural interpretations of the lived experience related to being bilingual, and yielded categories of the magnitude of high emotional responses with varied and distinct scenarios described.

As introduced previously, the second phase of this study is based on the findings from the first phase conducted during the 2017-2018 academic years. The pilot study data is the platform for the continued probing in phase two done in the 2018-2019 academic year. Fifteen protocols were collected in each phase. After examining the writing samples two Spanish academic language readers agree that the probing provokes deep seeded emotions about the use of two languages in schooling. To reiterate, from approximately 30 written responses 20 are used to generate a list of usable responses that elaborate on the learning and life experience in becoming bilingual. The task of collecting these written samples took much time and effort from both the teachers responding and from the university researcher. During the first phase, individual teachers in schools or student teachers were asked to respond and were given a couple of weeks to provide a writing sample. Along with constant positive and courteous

reminders, they were also asked to complete the essays reflections by a particular time frame. The second phase samples were collected in an advanced class for bilingual MA teacher candidates and the task was done as an assignment for a class on bilingual culture and community. Writing samples from both groups were collapsed and used for the final analysis.

The short narratives are contextually rich and provide a rich data source to substantiate perceptions. The responses are statements regarding generally held belief about being bicultural or of present, past, or future meaning of their cultural identity linked to being bilingual. This approach predicts, a significant correlation between self-perception of identity with the actual lived experience in a society where there have been a significant number of repressed efforts not to identify with a level of proficiency in Spanish due to the stereotypes associated with marginalized language groups

Coping as a Construct

In addition, this study *coping*, with bilingualism and early literacy in the Spanish language are seen as a “complex dynamic stress process that involves the person, the environment, and the relationship between them” (Folkman and Moskowitz, 2003 pg. 4). This assertion consistent with the *cognitive contextual approach* considers coping processing in the second language while at the same time acknowledgement of fluency in the first language to express emotions which on transferring, provoke positive energy, confidence in expression thus acknowledge bilingualism in all its complex systems. Furthermore, in the cases used to examine this complexity we note the ability to separate two language situations provided by the bilingual’s own explanation and simultaneously be cognizant of dual coding, and the flux in energy to choose one language or the other in the appropriate situation.

Written protocols by those identified as biliterate teachers in English and Spanish provided a useful construct: a short narrative approach which is a tool for probing into their social emotion experience with language use. This approach provides a glimpse to observing how to function in the native language in “appropriate” situations (i.e., home, family, community). In addition, what is chosen to share about conflictive situations and choice of language, provides a view of an awareness of explicit ‘coping’ through choice of language use in particular social situations (Schrauf and Rubin, 2013; Emmons, Colby and Kaiser, 1998).

The narrative approach in this study yielded ‘stories’ about stressful events including what happened, the emotions they experience and what they thought and did as the situations unfolded. These accounts help elucidate a better understanding of how the person is coping. This is especially important when the stressful event is not a specific single event but a typical everyday situation in which they had to express themselves, what language they chose and how they managed to cope.

In addition, retrospective accounts from memory address the problems of complexity in using both languages but introduce the effects of coping processes that take place in the interim of the conscious choice of language. Retrospective accounts, in a sense, may be telling us what the person is doing presently to cope with what happened in the past as well as what the person did to cope. Important to note, is the awareness of their

personal choice of language given that they had the ability to use either of the two languages in distinct but appropriate situations.

For this preliminary study then, a narrative approach with a small sample was very useful in defining the domains of stressors that are relevant to this specific population. As this is a preliminary exploratory study, the information may be used in future studies to define ways that bilingual teachers cope with conflicting experiences in both or either language and how they manage to overcome the negative perceptions about language especially when working with students in bilingual classrooms.

To illustrate, the coping construct selected from the existing literature on coping for reviewing the narrative protocols was *emotion-based coping* which is aimed at ameliorating the negative emotions associated with the problem of language choice in particular social situations (Folkman & Lazarus, 1980). It is important to recognize that the purpose of this study was not to categorize the coping identifiers in either language choice but rather to examine what is being experienced by these bilingual individuals in their development as professionals in their own interpretation of language development. With this dimension of *coping*, we explore the complexity of coping over time, complexity of what the respondents' cope with based on their memory of becoming bilingual and the identification of key social structures such as family and community that promoted their fluency in both languages. In addition, *a meaning focused coping*, used to manage their choices of language, was self-identified as a different type of coping in which cognitive strategies are used to function in a situation which is a useful way to think about coping efforts. This choice seems to suggest a way in which the person draws on values, beliefs, and goals to modify the meaning of a stressful transaction.

In addition, it is important to note in this dimension of meaning focused coping that loss of language fluency is an active cognitive construct. How these bilinguals regain fluency and confidence in expression and are motivated to learn more about the cultural fabric of their community such as, their love of literature in Spanish and the level of awareness in defining the cultural constants in their lives is a valuable awareness in their cognition.. This is a goal in striving to develop literacy rather than just fluency in language use. In as such, we see that coping is not a stand-alone phenomenon. For these teachers processing in the second language and the acknowledgement of fluency in the first to express emotions, and conscientious transferring promotes positive energy, confidence in being bilingual and making choices through dual coding ability in specific situations. This is consistent with the developmental perspective proposed by Schrauf and Rubin (2003), that asserts that "enculturation and language socialization are integrated and simultaneous processes" (p.133).

To reiterate, the most significant aspect of the data are short essay responses to the two open-ended questions analyzed through narrative analysis. The stories are coded, and by increasing the number of stories collected and used to indicate to what extent there exists a magnitude of similar perception when read, meaning constructs appear in the written protocols. In the theoretical literature on psychological motivational constructs, finding or creating meaning are important, especially related to life events that have provided a foundation for learning, development of identity and the transitions to a positive self-identification (Emmons, Colby and Kaiser, 1998). These multiple dimensions based on lived experience are considered in each case of the subjects' narrative used in this study; the self-identification focuses primarily on learning to value bilingualism as a positive characteristic of self and a skill-based asset in the role of teacher. Narratives yield constructs in acquiring literacy as transitions in the perception developed about identity with bilingualism. As a theoretical construct narrative is

essential to the purpose of communicating who we are, what we do, how we feel, and why we ought to follow a course of action rather than another (Fleming, 2016; Brunner 2003).

These perceptions contribute to informed change in education and are done via self-analysis.

As previously mentioned, findings are narrative responses read by two Spanish language academic readers who simultaneously discussed aspects of what is gleaned as significant themes. The short essays are specific to the emotional responses identified by the teachers in their personal renditions of the experience of learning to read in the native language (by all with one exception) and their early school experience. Coded examples are categorized as emotive responses to their lived experience which are part of their memory system, bilingual identity, and perceptions of self. The emergent themes that appeared in the essays are presented as significant language fragments categorized by three broad areas of expressions relating to how they developed literacy skills. These are listed in Appendix A, and are the following:

- A. Early Literacy Home Mother Grandmother Others
- B. Transition to English Only schools
- C. Conscious Choice to use English Instead of Spanish

In the final analysis of themes in the protocols, examples were used to identify the main issues that appear in the essays produced by the participating teachers. The themes that emerged are presented in Table 1a followed by direct quotes from most respondents. (The probing questions used to generate short essay responses are presented in Appendix B).

In this probing experimental study attention is given to the quality of the fit between coping and the demands of the situation in the present selection of narratives written by bilingual teachers. These narratives express what is personally significant to the individual such as: resolution of conflict in stressful situations; social constructs that marginalize and divide, and life situations that are social and political in nature.

The challenge for culturally significant schooling for the bilingual teacher who continues to strive to promote positive outcomes with students, must be centered on identity and pride in their communities, family, friends, and self. Future research in bilingual schooling must focus on approaches that include a vision of bilingual educators' development of personal control, personal agency, and direct social action as central to well adjusted professional growth. A communal prosocial coping model is in order that will enhance the learning for bilingual students and relate closely to their communities.

CONCLUSION

All teachers invited to participate self-identify as English Spanish bilinguals regardless of level of proficiency in either language. The teachers must identify Spanish as their first and native language or have experienced developing literacy skills in both Spanish and English sequentially or simultaneously. The teacher's perception of their cultural identity via the native language is the focus. This study strives to build a foundation for the positive psychological aspects of bilingualism by using the fluency in the native language to promote relevant learning experiences and awareness of factors that develop in the native language and to find positive ways to overcome obstacles and embrace a bilingual identity. Moreover, the study is based on an implicit theory approach to encourage respondents to self-identify as bilinguals with the explicit task of gaining insights to self-conceptions of the social cultural experiences they have endured in their lifetime, first in their schooling process and second, as a result of being a biliterate bilingual educator. In doing so, a theoretical model is generated that may be used to identify a structure of emotions and coping mechanisms developed from lived experiences. Implicit theories approaches have a long trajectory of documentation in psychology, (Greenwald and Banaji, 1995; Wong and Fry, 1998). The significance of these findings taken together have generated a path for further probing based on questions that elucidate the following constructs: Can teachers teach via language learning in two languages to affect positive changes in the bilingual identity of students early in the bilingual acquisition process? Will social, political, and psychological events that the individual learner is unable to change become a process model for gaining control and awareness of coping mechanisms that will affect positive change in individual cognition? What are the challenges in pedagogy, teacher preparation and the school environment? Can we begin to generate common themes for identifying coping processes related to positive emotions and their link to the learner's values, beliefs, and learning goals? How do we proceed in working through the pitfalls, accepting perceptions, and developing flexibility in adaptation with proactive biliteracy, and identification of skills (rather than hurdles) without "holding" back expression in either language? Finally, as educators, how do we build confidence in learners who bring the potential for becoming fully functional, enriched, and positive about being bilingual as a lifelong skill that will enhance their existence and contribute to a multicultural, multilingual society? (Brookfield, 2000; Bruner, 2003; Fleming, 2018; Folkman and Moskowitz, 2004; Sommer and Baumeister, 1998; Wiessner and Mezirow, 2000).

In sum, years of probing and deeply considering the issues discussed in this essay is a personal homage to Paulo Freire. The key paradigms propagated in recursive fashion, mirror the life and work of what Freire contributed to our world. The "word" reiterated through development of the teacher education program by my mentor and friend Joyce King, set the foundation for social justice work with community based programs at Santa Clara University and continues to resonate with "virtues and qualities which are re-created through action, through practice" (Paulo Freire, 1985).

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APPENDIX-A

TABLE 1^a: Emergent Themes Gleaned From Essay Protocols

<p>EARLY LITERACY HOME MOTHER GRANDMOTHER OTHERS</p>	<ul style="list-style-type: none"> • Nací en los EE, pero mi primer idioma es español Mamá educadora en México • Mis padres eran analfabetos. Tenían vergüenza e insistieron que sus hijos pudieran leer en los dos idiomas • “Ni de aquí ni de allá” Salí de la matriz hablando español Fui una niña enferma hasta los seis años que pasé en casa. No sabía ni una palabra en inglés • Primeros recuerdos madre en casa se hablaban español • TV, libros e iglesia. 4 años leer en español en casa, padres no tienen educación Kínder en español • Mis padres corregían mi español en casa. • Mis padres son inmigrantes y querían valorar el español • Primero no había profesoras que hablaban español • La lengua materna es español, casa madre maestra escuela en español, consciente de cuna. • Madre enseno me alegro • Durante mi infancia, madre estaba pendiente de mi escuela, pero solo en español • Primera lengua era española, Abuela hablaba español, mis padres los dos trabajaban • Mi madre me ayudaba a leer en español e insistía en aprender a leer en español • Mama enseno a leer • En mi casa había reglas; solo se habla español. Los primero siete años de vida había insistencia en leer y escribir • Mi madre era bilingüe y hasta el quinto grado mi abuela también me apoyó a leer. • Mis padres analfabetos pero mi padre insistía hablar español en casa • Aprendí a leer en español en casa antes de asistir a la escuela (mi madre fue maestra en Méjico) • Mis primeros recuerdos: fue jugar un juego de lotería, mucha conversación y cultura popular en español • Mama pendiente de escuela en casa solo en español • No tuve instrucción en español en la escuela • Primera lengua español • Abuela me hablaba en español mis padres los dos trabajaban, pero madre ayuda ha leer en español insistían que leyera en español • mama enseno a leer, clases bilingües leer y escribir, tutor de la escuela iba a casa • enseñar a leer en español, de los programas para familias inmigrantes
<p>TRANSITION TO ENGLISH ONLY SCHOOLS</p>	<ul style="list-style-type: none"> • Asistí a la escuela Franklin dos años, pero al entrar eliminaron el programa bilingüe • En la secundaria español para Hispanos mantuvo vivo el español también tome cursos en español en la maestría. • Hasta el tercer grado nada mas español • En primaria era cuando empecé a escribir y leer • Fui a una escuela bilingüe y aprendí a leer en español • Secundaria—hablaba nada más inglés escogí el español como segundo idioma No había currículo en español. • Para la escuela media se me olvido el español. Mis padres me corregía el español, • Pase a una escuela en inglés desde la primaria • Dominaba el Inglés porque en la escuela se consideraba como que el español era menos Importante • Escribe en inglés más competente escribe en español cuando no sabía las palabras • En inglés hasta el cuarto grado y luego era nada mas English Only** • Mantuve el bilingüismo durante todos niveles de escuela debido a ir a River Glen (escuela Blue Ribbon bilingüe). No me sentí separada hasta que fui a la universidad. • Las diferencias económicas fueron lo que me hizo separarme de los estudiantes que no hablan español. • El ingles es mi segundo idioma pero para la escuela era mejor para aprender en las clases. Cuando me gradue me sentía más cómodo en Ingles y elegí usarlo más que el español. Aunque ser bilingüe es bueno. • No tuve instrucción en español en la escuela hasta el noveno grado nada más estudie en inglés y se me hizo fácil porque pienso que es similar al español • en ingles tambien estudie cultura, y literatura en español como bilingüe lo social con los anglos y de ellos decidí copiar las palabras en inglés • Hable los dos idiomas inconsciente—mama hablaba con ella • Empezamos en español pero usamos los dos idiomas • En la secundaria estudié español para-Hispanos mantuve mi español vivo. • Cursos en español en el programa de maestría • Yo hablo cambiando código mucho. De hecho me he topado con el racismo con personas que no les gusta el uso del español. Se siente como un privilegio cuando hablo en español • He descubierto mi identidad en Ingles • Vínculo compartir en la comunidad pudo resolver esa confusión El español comparte identidad en el idioma • En la escuela “English Only” como nina yo sentía un enojo no sentía orgullo • La influencia de mi abuela pero por ella continúe a hablar español aunque estaba en la escuela • De <i>English Only</i> y tenía una actitud negativa de hablar en español hasta la universidad—

	<ul style="list-style-type: none"> • Con el español me considero bicultural. Me arrepiento de haber me sentido avergonzada en mi idioma nativo.
<p>CONSCIOUS CHOICE TO USE ENGLISH INSTEAD OF SPANISH</p>	<ul style="list-style-type: none"> • Vergüenza de no poder hablar bien el inglés • No quieran hablar mis amigos en español en la universidad • Después hablaba nada mas en ingles porque mis amigos • Eran nada más anglosajones y mucho después aprecie • De que hablaba español y empecé a comprender mis debilidades en inglés • Vergüenza que mi familia no hablaba inglés • Íbamos a Méjico a menudo • El español fue gran parte de mi vida • Afortunadamente no tuve negativos en hablar el español • Hasta la fecha in en estudiar todavía tengo: temores Dudas y mis inseguridades Recuerdos desagradables • Bicultural pero crecí usando más tiempo el español que el inglés • Quiero luchar para que mis estudiante no sean juzgados negativamente mi anhelo es disminuir el mal trato por usar ni el inglés ni el español bien • Inglés como segundo idioma pero nada más en la escuela y para aprender • En la escuela estoy más cómoda en inglés • Ser bilingüe es bueno, pero prefería el inglés para la escuela y para graduación • El español era necesidad para educarnos con mi familia • El inglés en la escuela el español se usaba en casa • Me eduque en Méjico • Si me alegro cuando hablo inglés vine a la edad de 20 años • Estudiar ESL en Community College • Me rechazaban por hablar solamente en español • Crecí hablando nada más inglés Pero mis padres no hablaban inglés • No quería, ni me gustaba hablar en español

INITIAL PROBING TOOLS IN DRAFT FORM FOR GATHERING DATA

Parte A

El propósito de esta encuesta es la oportunidad de comunicar tus recuerdos tempranos del proceso de alfabetización por escrito. A continuación, escribe una descripción de las condiciones en que aprendiste a escribir en español. Luego describe situaciones en que decidiste elegiste que era mejor usar tu segundo idioma el inglés por ejemplo. ¿Recuerda algunas experiencias de las situaciones cuando usabas el inglés en vez del español y por qué? No es necesario pensar en la forma gramatical correcta de escribir, nada más escribe lo que se te ocurra en tu memoria de los recuerdos del proceso de aprendizaje. Esta descripción puede ser contextual o psicológica, por ejemplo, puedes describir las condiciones en que decidiste que era mejor usar tu segundo idioma o conscientemente decidiste expresarte en inglés en vez de en tu idioma nativo. Las siguientes preguntas te piden mas detalles de tus experiencias del aprendizaje en español y el desarrollo de tu bilingüismo. Escribe lo que recuerdas en el espacio proveído después de cada pregunta (si necesitas más espacio escribe en el otro lado de cada página):

1. Por favor, escribe una página (o dos), y da una explicación de cómo

aprendiste a leer y escribir en español. Suponiendo que el idioma español es tu primer idioma, explica por favor, tus primeros recuerdos de haber aprendido a leer y escribir en tu idioma nativo. Por ejemplo, ¿Quién te enseñó a leer o escribir? Eran tus padres quienes continuamente hicieron esfuerzos de enseñarte? O fueron varias personas en distintos tiempos quienes hicieron esfuerzos de enseñarte? ¿Aprendiste en la escuela? Cuando y como?

2. ¿Recuerdas algunas experiencias en donde tuviste algún ‘choque’ o sentiste algo negativo con el uso del idioma español o alguna experiencia cuando no deseabas admitir o hacer el esfuerzo de usar el idioma español o identificarte con tu idioma nativo? Piensa profundamente en esta experiencia y trata de describir las condiciones de cómo te sentiste o las circunstancias de la razón o causas que no deseaste identificarte en tu propio idioma, o al contrario de preferencia usaste el inglés. Por ejemplo, puede ser que, durante tu adolescencia, pasaste una rebelión contra tu identidad con el idioma español y tu preferencia era ser parte de la cultura de los hablantes en inglés. De todos modos, trata de recordar el contexto en que esto ocurrió y de dar una descripción de los detalles de tu decisión.

Semántica Diferencial

Expresión

Los siguientes términos se presentan a nivel polar de significado (semántica diferencial) y expresan la magnitud de cómo te puedes sentir en situaciones en donde hablas el español, o cuando usas cierto nivel de expresión o emociones relacionadas con el uso de tu idioma nativo. Piensa nada más en cómo te sientes cuando tratas de expresarte, o en general cuando usas el español. Pon una "x" en el nivel cerca de la palabra más relacionada a la intensidad del significado en tu uso del español.

Fácil	_____	_____	_____	_____	_____	_____	_____	Difícil
Emotivo	_____	_____	_____	_____	_____	_____	_____	Neutral
Orgullo	_____	_____	_____	_____	_____	_____	_____	Vergüenza
Natural	_____	_____	_____	_____	_____	_____	_____	Artificial
Esencial	_____	_____	_____	_____	_____	_____	_____	Secundario
Importante	_____	_____	_____	_____	_____	_____	_____	Accidental
Fundamental	_____	_____	_____	_____	_____	_____	_____	Superficial
Frustrante	_____	_____	_____	_____	_____	_____	_____	Triunfante
Reprimir	_____	_____	_____	_____	_____	_____	_____	Fomentar
Castigar	_____	_____	_____	_____	_____	_____	_____	Premiar
	1	2	3	4	5	6	7	

Parte C (PILOT TRIAL)

En las siguientes afirmaciones da tu opinión relacionada a cómo te sientes sobre la idea expresada en cada frase poniendo una “x” en el lugar que consideres más apropiado.

1. Cuando trato de hablar en español siento frustración porque pienso que no me expreso bien.

_____	_____	_____	_____	_____
no estoy	pocas	no lo	he de vez en	casi siempre
de acuerdo	veces	pensado	cuando	

69046912. Cuando me expreso en español me siento orgullosos de ser bilingüe.

_____	_____	_____	_____	_____
no estoy	pocas	no lo	he de vez en	casi siempre
de acuerdo	veces	pensado	cuando	

69049664. Cuando me expreso en español me da vergüenza.

_____	_____	_____	_____	_____
no estoy	pocas	no lo	he de vez en	casi siempre
de acuerdo	veces	pensado	cuando	

69043584. Quisiera aprender y usar el español a un alto nivel y poder leer las obras clásicas del idioma.

_____	_____	_____	_____	_____
no estoy	pocas	no lo	he de vez en	casi siempre
de acuerdo	veces	pensado	cuando	

69046336. Tener una base escolar en el aprendizaje del español ayuda a aprender mejor el inglés.

_____	_____	_____	_____	_____
no estoy	pocas	no lo	he de vez en	casi siempre
de acuerdo	veces	pensado	cuando	