Making Research Accessible to Communities Outside of Academia: Dual Language Education, Critical Language Pedagogy and Translanguaging

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According to the National Center for Educational Statistics (2016), Latina/o/x and Black[1] students will comprise 44% of the U.S. student population by 2025. Although the majority of these students are bi-dialectal and/or bilingual, schools often perceive their "non-standard" and "non-English" language practices as a deficit to overcome. This positionality of bilingualism and bidialectism as a deficit is problematic. For decades, scholars have warned against deficit-based teaching practices that create language insecurities in Students of Color (Carreira, 2000; Delpit, 1995; Leeman, 2005; Martinez, 2003; Valdés, 1981). This research advocates for asset-based practices that value students' home language varieties and funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) and push for their inclusion in school curricula. As a result, there has been a research shift to viewing students' home language varieties as a valuable resource (Ruiz, 1984) that can be used to leverage the acquisition of a "standard" variety of English and/or Spanish (Martínez, Morales, & Aldana, 2017).

Despite this asset-based research shift, the established process for disseminating scholarly research findings is problematic. Research findings are primarily published in scholarly journals, utilize specific content-area jargon and are typically only accessible free of cost to students and scholars in academia. Certainly, this process limits the accessibility of research findings to stakeholders outside of academia, which are oftentimes the individuals most impacted by the lack of access to this research. If our research purpose is to provide a more equitable educational experience to Students of Color, as scholars, it is our responsibility and should be our priority, to ensure our research findings reach communities outside of academia.

In this commentary, I will discuss three major issues in literacy research that should be more accessible to stakeholders outside of academia. First, research delineating the benefits of Dual Language (DL) education programs needs to be accessible to Latina/o/x parents. Second, research explaining the advantages of incorporating Critical Language Pedagogy (CLP) in English Language Arts and Spanish as a Heritage Language (SHL) classroom should be available to educators. Lastly, research stating the benefits of utilizing translanguaging as a pedagogical tool in bilingual and mainstream classrooms should be acquired by all educators. Collectively, these literacy issues actively problematize the eurocentric curriculum that dominates U.S. school systems as well as push back against the deficit framing of the linguistic and cultural practices of Students of Color. Making these research findings accessible will serve as a tool of empowerment and activism for parents, students, and educators, and create more equitable educational opportunities for these student communities.

Dual Language Education and Latina/o/x Parents: What Parents Need to Know about Dual Language Programs

In recent decades there has been a boom of Dual Language (DL) immersion programs across the nation[2]. In DL classrooms, minoritized language[3] speakers and English-

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1. For the remainder of the paper, I will use the term Students of Color to be inclusive of other students who might not identify as Latina/o/x or Black but are also bilingual and/or bidialectal.
2. Some DL programs are known as One-Way and others as Two-Way bilingual programs. The first is typically made up of Spanish heritage/native speakers and the latter is typically made up of 50 present heritage/native speakers and 50 English native speakers.
3. This term is inclusive of students whose native/heritage language is not English. For example, some Latina/o/x/ students identify as Spanish native/heritage speakers.

speaking students work collectively with the end goal of bilingualism, biliteracy, cross-cultural awareness and high academic achievement (Lindholm-Leary, 2001). With respect to the Latina/o/x community, DL programs position Spanish and English as legitimate academic languages. The DL bilingual program model provides the best educational outcomes for minoritized language speakers (Lindholm-Leary, 2001), yet the majority of this student community doesn't have access to DL programs. Since early on, scholars like Guadalupe Valdés (1997) encouraged caution and interrogation into who these programs are ultimately serving.

In the contexts of Illinois, the boom of DL programs tends to be happening in white middle-class neighborhoods (Morales & Rao, 2015) and not in Latina/o/x communities. Morales & Rao (2015) argue that white middle-class parents have the cultural capital to access research on the benefits of bilingualism and as a result they choose to enroll their children in Dual Language (DL) programs. The authors further argue that in many cases, Latina/o/x parents don't have the same cultural capital to access this research and are unaware of the lack of DL programs in their communities. It is important to acknowledge that being unaware doesn't mean lack of interest or care for their students' education. In many cases, Latina/o/x parents trust that schools and educators will provide their children with the best education possible. Nonetheless, this trust is oftentimes violated at the expense of Latina/o/x language rights. Clearly, there is a disconnect between research on bilingualism and Latina/o/x communities, which researchers in academia should address if they truly want to impact the communities DL programs should benefit the most.

What Researchers Can Do

A way scholars can bridge their research into practice is by ensuring their research is accessible to Latina/o/x parents.

This can be accomplished by providing informational tools to facilitate their understanding of the benefits of bilingualism[4], the difference between transitional bilingual programs (see Table 1) which are the most common bilingual education service in the U.S. (Freeman, 2004) and the benefits of enrolling their children in DL programs (see Table 2). Providing this information, in their native language and free of unnecessary jargon will provide Latina/o/x parents with the cultural capital needed to become activists for the linguistic rights of their children. Latina/o/x parents need to be presented with empirical evidence of the benefits of DL programs. This empirical evidence will serve as a tool for parents to better understand the benefits of DL education and provide them with the cultural capital to advocate for the implementation of DL programs in their neighborhood schools. It is also necessary to discuss the intersections of school choice and school funding to explain to parents why only certain schools offer DL programs. With this cultural capital, Latina/o/x parents will have more resources to navigate a school system that has unfortunately taken advantage of the trust the Latino/x community has granted it.

It is important for this research to be available to parents because often Latina/o/x parents do not enroll their students in bilingual education programs because of their personal experiences in transitional bilingual programs or the dominating myth that monolingual English instruction leads to higher academic achievement. Researchers need to ensure parents are aware that historically, most bilingual educational services available for Latina/o/x students have been grounded on deficit-based practices. There needs to be room for conversations around the constant placing of Latina/o/x bilingual students in English Only programs, where their native/heritage language is perceived as a deficit. Parents need to be aware that for decades, educational institutions disregarded research finding that when Latina/o/x bilingual students are

Table 1

Differences between Transitional Bilingual and Dual Language Programs

Transitional Bilingual Programs	Dual Language Programs
Home Language: Used as a bridge to acquire English, home language use starts at 50%-90% and decreases to 10%	**Home Language:** Used as a bridge to acquire English, home language use starts at 90% or 50% with the ultimate goal of 50% home language and 50 % English language instruction.
Duration: 1-3 years, students tend to exit these programs by 3rd grade	**Duration:** 1st-8th grade
Goals: Acquisition of English, academic achievement solely in English	**Goals:** Bilingualism, biliteracy, and academic achievement
Deficit framing of the home language of students	Additive framing of the home language of students

4. Some of the documented benefits of bilingualism: better performance on executive control tasks (Barac & Bialystok, 2012), increased auditory attention, greater metalinguistic awareness (Bialystok, 2016), greater communicative sensitivity (Ben-Zeev, 1977), and an increase in creativity and problem-solving skills (Kharkhurin, 2015).

given enough time to develop their native/heritage language they can become biliterate (Escamilla 2000; Cummins, 1980; 1981). If scholars can facilitate these discussions, then parents can have the agency to decide whether or not to enroll their children in DL programs.

It is important for researchers to collaborate with schools in the dissemination of research findings to ensure parents not only have access to this information but also have a seat at the table and feel that their needs or concerns are being heard. A strategy can be to design a historical workshop delineating the different types of bilingual education programs. This can provide a context for Latina/o/x parents to understand that their children's bilingualism is not a problem, but an asset that can be further developed through additive-based bilingual programs like DL programs. Scholars can start by learning from other parents like María Elena Meraz who co-founded the Parent Engagement Academy[5] in California to ensure parents understood the importance of navigating the U.S. school system. Universities and school districts can partner up to create something similar where researchers, teachers and parents can work collectively to advocate for the implementation of DL programs in their neighborhood schools.

All of these efforts to bridge research to communities can be achieved by forming connections with the Local School Councils, Bilingual Advisory Committees and Parent Advisory Councils in Latina/o/x communities. This information can also be shared via podcasts like Entre Dos Podcast which is directed by two Latina moms raising bilingual children in the U.S. Similarly, universities can partner up with local schools and create "bilingual education clubs" where Latina/o/x parents can explore already existing resources on the benefits of bilingual education, and create brochures and/or presentations in Spanish. In this way, parents have a voice and an active role in making this information accessible to other parents and community members in their neighborhoods. Lastly, scholars can also reach out to local social media mom groups like Chicago Latina Moms on Facebook and host virtual informational sessions on the benefits of bilingualism and DL programs.

Critical Language Pedagogies

What Educators Need to Know about Critical Language Pedagogy

Educational institutions in the U.S. play a key role in enforcing and reproducing the *standard language ideology*. This ideology positions "academic" and "standard" language varieties at the top of the linguistic hierarchy (Leeman, 2012). This enforcement communicates that there is only one acceptable way of speaking in school settings, categorizing all other language varieties as incorrect and inferior. As a response, scholars have proposed the inclusion of Critical Language Pedagogy (CLP) in English Language Arts (ELA) and Spanish Heritage Language (SHL) classrooms. CLP is an anti-racist pedagogical tool that educators can use to facilitate students' exploration of the presence and enforcement of systemic racism and deficit-based ideologies in school settings. CLP values the language practices students bring into the classroom and encourages students to critically analyze language ideologies imposed by powerful institutions (Godley & Minnici, 2008) and how these affect their lives. Through

Table 2

The Benefits of Dual Language Education

Benefits of Dual Language Education
Students in DL programs outperform students in a transitional bilingual program in both Spanish and English reading tests (Collier & Thomas, 2004).
DL students develop significantly higher verbal expression skills in the language other than English (LOTE) (Murphy, 2014).
DL programs can enhance math and reading achievement and growth (Marian, Shook, & Schroeder, 2013).
Students enrolled in DL programs perform the same or even at higher levels on standardized tests than their peers enrolled in monolingual classrooms (Lindholm-Leary & Block 2010).
DL students who receive math instruction in the LOTE perform at the same academic level as third-graders in a mainstream English classroom in tests administered in English.
DL fourth grade students present greater growth in math than students enrolled in mainstream English classrooms (Watzinger-Tharp, Swenson, & Mayne, 2018)

5. More information about the Parent Academy can be found in the news article titled LA parent voice: What I learned in 25 years of being a Latino parent engagement advocate – 'Knowing the school system can really transform everything' "See link in the "Related Resources" Table on p. 10"

CLP, educators can engage in conversations with their students to problematize the misconception that in order to become a professional, students must completely stop speaking "non-standard" language varieties.

CLP also validates and encourages the use of students' entire linguistic repertoires. It also encourages educators to use sociolinguistic and historical tools necessary to empower students to gain agency to understand the social, political, and ideological dimensions of a language and how these factors affect their communities. Although there are proven academic benefits to the inclusion of CLP (see Table 4) in SHL and ELA classrooms, the application of CLP is not a common practice. A probable cause of this is that research on CLP needs to be better disseminated in order for it to reach K-12 educators. A starting point would be for educators to better understand what CLP looks like in practice and how they can incorporate it in their classrooms.

What Researchers Can Do

Scholars need to be aware that most pre-service and in-service educators do not have the opportunity to learn about CLP during their pre-service teacher preparation programs. Research needs to be not only accessible but also presented in practical forms in order for educators to begin incorporating this teaching approach in their classrooms. A starting point would be sharing the example Martínez (2003) provides utilizing the Spanish word *haiga*[6], which is the stigmatized variant of *haya*[7]. Martínez (2003) argues, "If the students walk into the classroom saying *haiga* and walk out saying *haya*, there has been, in my estimation, no value added. However, if they walk in saying *haiga* and walk out saying either *haya* or *haiga* having the ability to defend their use of *haiga*

if and when they see fit then there has been value added" (p. 10). In sum, it is not enough to teach students a "standard" way of saying things. This is not empowering; it further reinforces linguistic hierarchies.

A language appropriateness approach to language teaching that often explains language variation using terms like "formal" and "informal" would suggest that *haiga* is an archaic form of the *haya*, technically not incorrect, but too "informal." A CLP approach would take it a step further and reject *haiga*'s categorization as an archaism given that numerous Spanish speakers still use *haiga* on a daily basis. Similarly, there would be discussions around the sociopolitical and historical reasons *haiga* became the "non-prestigious" variant of *haya*. For example, students can explore the birth of the printing press in Spain and how it played a role in the standardization of the Spanish language. Prior to this time period*, haya* and *haiga* were used in free variation, almost like synonyms. Nonetheless, the printing press pushed back against language variation, and people in power determined that *haya* would be "correct" and "standard" and *haiga* the "incorrect" and inferior variant. In this sense, students can reflect on the constant categorization of *haiga* as deficient, understanding that this label is rooted in sociopolitical and socioeconomic, rather than linguistic reasons. Although this example is for an SHL course, it can be applied in a ELA classroom where students explore the socially ascribed differences between Black English "aks" and "standard" English "ask." CLP then not only seeks to empower students to make their own linguistic choices, but also to provide them with the tools necessary to have the agency to defend their linguistic choices. In our current times where racism is constantly affecting the lives of our Students of Color, CLP can serve as a tool to facilitate

Table 3
The Benefits of Critical Language Pedagogy

Benefits of Critical Language Pedagogy
Students in these programs may:
• Understand that standard language ideologies function as a silencing mechanism (Godley & Minnici, 2008)
• Acquire knowledge of language variation (Baker-Bell, 2013; Godley & Minnici, 2008)
• Shift their own language ideologies (Behizadeh, 2017; Baker-Bell, 2013; Godley & Minnici, 2008)
• Perceive more value in all language varieties (Baker-Bell, 2013; Behizadeh, 2017; Godley & Minnici, 2008)
• Begin using "non-standard" language practices in their writing and learn when to use different languages and variations according to audience and context (Behizadeh, 2017)
• Gain the agency to make and defend their linguistic choices (Holguín, 2018)
• Increase critical thinking (Ali, 2011)

6. Stigmatized version of the present perfect verb "to have" typically used by lower-socioeconomic class Latina/o/x communities.
7. Prestigious version of the present perfect verb "to have."

students' exploration of ideologies our school system embraces that directly impact their lives, academically and personally.

Aside from the previously discussed CLP theory and research, Leeman's (2005) article on critical pedagogy would be beneficial to share with educators in order for them to understand the historical factors explaining the necessity of transitioning from appropriateness to critical pedagogies. This article also offers pedagogical suggestions for implementing a critical perspective in SHL classrooms. First, Leeman (2005) suggests that educators are inclusive of reading materials that are representative of the language practices of their students. For example, it is suggested that educators include literature pieces where language is used fluidly and reflects the linguistic repertoires of US Latina/o/x communities. Through these literature pieces, students can work collectively to explore the rule-governed nature of their language practices. Another suggestion is the use of ethnography as a tool to explore the different language practices that students' communities engage in. Lastly, the use of *autobiografías lingüísticas* (proposed by Aparacio, 1997) is highly encouraged. Through this assignment students can reflect on the different languages and language varieties they speak, whom they speak them with, and where they speak them. Although these suggestions were made for the SHL classroom, they are practical activities that can also be used in ELA classes to discuss issues around AAE.

research they are engaging in with educators and administrators. An example of this is the Super Saturday conference which takes place yearly and is hosted by the University of Illinois at Chicago with the purpose of reaching Chicago Public School educators. In addition, universities can host free professional development monthly meetings (in-person or virtual) where educators can further explore CLP and receive professional hours for their participation. Forming these relationships with educators is crucial as it can create opportunities for action research projects where educators and researchers work together to further explore CLP

Universities can also make available courses and certificates that dive into critical perspectives to teaching languages and language arts. An example of an already existing online course titled Critical Approaches to Heritage Language Education offered by the University of Wisconsin-Whitewater. Another example is podcasts, which are free of charge and accessible to educators at their convenience. These podcasts can be geared specifically for educators by clearly explaining the benefits of incorporating CLP as a pedagogical tool in their classrooms. In addition, the podcast hosts can recruit experts in CLP and to share their expertise with educators and provide tools for their classroom application. Lastly, scholars can also collaborate to create online modules delineating the tenets, research, and benefits of a CLP approach where educators can receive professional development hours and complete these modules at their own pace.

If as scholars we truly want our research to transform our society to a more socially just democratic society, we need to ensure the research we are conducting is reaching the communities which it directly or indirectly involves.

Researchers can also share resources and work closely with educators interested in transitioning their SHL programs and ELA programs to root in CLP. For example, they can use Holguín's (2018) article presenting a six course SHL college-level program that adopted a long-term Critical Language Awareness (CLA)perspective. This CLA grounded SHL program sought to foster the academic success and linguistic empowerment of students. In the article, issues surrounding the process of program design, curriculum design, professional development, and unit implementation are discussed. Similarly, scholars can work collectively to share their experiences implementing this approach and hold panel discussions where educators and administrators can be present.

Universities and local public schools can be in constant communication to ensure CLP research is bridged into practice. For example, universities can hold biannual conferences where professors and graduate students can share the

Translanguaging as a Pedagogical Tool in All Classrooms

What Educators Need to Know about Translanguaging

Translanguaging is a theory and a practice. As a theory, translanguaging holds that all individuals have one unitary language system where all their language varieties are stored and can be accessed to use language fluidly (García, Ibarra Johnson, & Seltzer, 2017). In practice, translanguaging encourages educators to embrace and be inclusive of their students' entire linguistic repertoires. Orellana, Lee, and Martinez (2010) use the term "linguistic toolkits" to describe students' linguistic repertoires. Through a metaphor, the authors compare the linguistic tools that students have in their linguistic toolbox to the different tools a carpenter has in a carpentry toolbox. Orellana, Lee, & Martinez (2010) explain that a carpenter learns about the function of each tool through practice. If a carpenter only knows how to use a hammer (see Figure 1), despite how powerful and efficient this tool is, the carpenter will not reach their full potential and will not know how to

use other tools that are needed to be a successful carpenter. However, if this carpenter has the opportunity to learn how valuable each carpentry tool in their toolkit is (see Figure 2), they would be able to reach their full potential as a carpenter.

If educators begin to think about language in this way, they will understand that solely helping their students develop their "Standard Spanish" hammer (see Figure 3), is not creating a space where students can reach their full academic potential. Perhaps the student knows the content knowledge and can express it in U.S. Spanish, but if the student is not provided the space to use this linguistic tool/language variety, how is this serving as a silencing mechanism? On the other hand, if students are in a pedagogical space where they are encouraged to use and value their entire linguistic toolkit (see Figure 4), students will feel comfortable using all of their linguistic tools and reach their full academic potential. Translanguaging pushes back against linguistic inequality in classrooms and encourages educators not only to perceive value in students' entire linguistic toolkits/linguistic

repertoire, but also to make time to support students' practice of each of their linguistic tools/language varieties in a classroom setting. Educators using translanguaging in their classrooms become advocates of the sustainability of all the language varieties of all students. It is important to note that educators do not need to be proficient in their students' heritage/native languages to enact a translanguaging teaching stance. They just need to provide a space where students can access resources in their heritage/native language and make meaningful connections to the content being taught in the classroom.

What Researchers Can Do

Although translanguaging as a theory is widely popular and respected in academia, translanguaging as a pedagogical tool hasn't reached the majority of U.S. educators. The dissemination of translanguaging research findings needs to better target pre-service and in-service educators and policy makers in order for this pedagogical tool to be perceived as
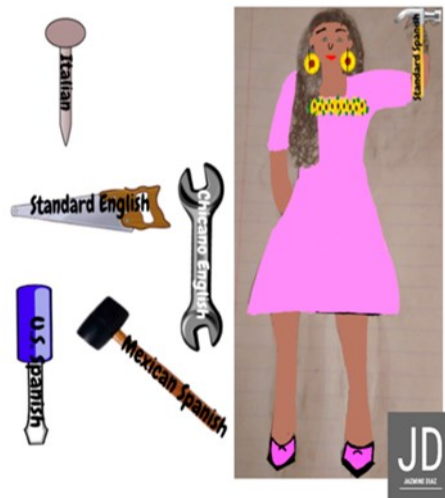
Figure 1
The Carpenter's Toolkit

Figure 2
The Carpenter's Toolkit

Figure 3
Students' Linguistic Toolkits

Figure 4
Students' Linguistic Toolkits

8. These images were created by my niece, Jazmine Diaz a Latina middle school student.

valuable and reach more U.S. classrooms. In order for this narrative to change, scholars in Schools of Education and Language Departments need to advocate and ensure their pre-service teaching programs have training on translanguaging before leaving their programs. All education majors should graduate having knowledge of the history behind bilingual education in the U.S., the benefits of bilingualism and consequently the possibilities of translanguaging in their classrooms, regardless of their content area. In this way, scholars will be advocating for the inclusion of a socially just pedagogical tool via educators across content areas, and consciously become active agents of change and push back against monolingual language ideologies that have dominated our educational system and continue to marginalize Latina/o/x bilingual students.

Aside from pre-service education programs, translanguaging also needs to reach in-service educators and university professors across content areas. Researchers can begin by creating multimodal resources and educational modules explaining what translanguaging is and what it looks like in practice. For example, it is crucial that educators are provided with resources to help them take on a *teaching translanguaging stance* (García, Ibarra Johnson & Seltzer, 2017). The translanguaging stance requires that educators critically reflect on their own teaching practices and language ideologies. In order to create a classroom space that embraces and is inclusive of students' linguistic and cultural diversity, educators need to value students' entire linguistic repertoires and become co-learners in a democratic classroom where knowledge is collectively challenged and co-constructed with students. In sum, educators who take on a teaching

translanguaging stance are determined to create a more socially just classroom environment where knowledge is co-constructed and challenged with the end goal of respecting and valuing cultural and linguistic diversity.

It is crucial that research on translanguaging pedagogy is accessible to educators (see Table 5) inside and outside of academia in order for this pedagogical practice to become the norm in U.S. classrooms. If this research stays in academic journals and away from the local communities surrounding universities, then what change are we truly making? It is well documented that translanguaging provides a more equitable and critically empowering educational environment for Latina/o/x bilingual children that have traditionally been marginalized by the U.S. educational system. How are we ensuring that our research is providing these equitable resources for US school students?

Conclusion

It is evident that a great portion of educational research conducted in the last decades consistently pushes back against deficit framings of Students of Color. Nonetheless, as argued in this paper, this research oftentimes doesn't reach individuals who benefit the most from these research findings. Three literacy issues that have not reached critical audiences are the benefits of DL education for Latina/o/x communities, the benefits of CLP in ELA and SHL classrooms, and the benefits of utilizing translanguaging as a pedagogical tool in all classrooms. If as scholars we truly want our research to transform our society to a more socially just democratic society, we need to ensure the research we are conducting is reaching the communities which it directly or indirectly in-

Table 4
The Benefits of Translanguaging

Benefits of Translanguaging
• Increases participants' metalinguistic awareness (García-Mateus & Palmer 2017)
• Fosters the development of critical and cultural awareness (Prada, 2019)
• Potentially contributes to empowered bilingual identities (García-Mateus & Palmer, 2017; Prada, 2019)
• Serves as a tool to challenge "standard" and "monolingual" language ideologies that contribute to the deficit framing of the language practices of Latina/o/x/ students (Prada, 2019)
• Contributes to literacy development (Bauer, Presiado & Colomer, 2017; Hornberger & Link, 2012)
• Serves as a meaning-making resource during class lessons as well as during their English writing process (García & Kano, 2014)
• Enables participants' awareness of differences present in English and Japanese texts, which leads participants to produce better written texts in English (García & Kano, 2014)
• Improves inference-making (Mgijima & Makalela, 2016)
• Serves as a tool for scaffolding subject-matter knowledge, as well as "exploratory talk" which led to subject-matter learning (Duarte, 2019)

volves. As previously mentioned, there are diverse ways to disseminate research findings which consist of researchers engaging in critical conversations with parents, students, and educators in order to collectively push back against deficit framings of Students of Color that continue to marginalize and impact their educational experiences. I will conclude with some questions scholars can use to reflect on their research practices:

1. How is my research impacting the communities this research affects the most?

2. How am I sharing these research findings with these communities?

3. How are the voices of the communities in which I am conducting research being heard?

4. How is my research going to impact policy?

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Related Resources

Dual Language
Podcasts: Entre Dos Podcast   **Documents:** *Guía para padres y maestros de niños bilingües*, *Guía para padres* de estudiantes que aprenden inglés , ¿Quieren que sus hijos hablen el inglés y el español?: Un manual bilingüe   **News Articles**: Los estudiantes de CPS que están aprendiendo inglés van a la par de sus compañeros, según estudio, Cómo los programas de lenguaje dual desnudan (e intentan resolver) las desigualdades sociales, LA parent voice: What I learned in 25 years of being a Latino parent engagement advocate – 'Knowing the school system can really transform everything'
Translanguaging
Books: *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*, *En Comunidad Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*   **Curriculum Guide:** Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators   **Short Readings:** What is Translanguaging? , What Is Translanguaging in the Classroom?, Translanguaging: Practice Briefs for Educators   **Video:** Translanguaging
Critical Language Pedagogy
Podcasts: The Vocal Fries ,Teaching Literacy Practice and We Teach Lang   **Books:** *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education*, *Speaking Spanish in the U.S.:The sociopolitics of Language* and Linguistic Justice: Black Language, Literacy, Identity and Pedagogy.   **Course:** Critical Approaches to Heritage Language Education

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