

BILINGUAL EDUCATION RESEARCH SIG 12

**Bilingual Education SIG Business
Meeting**

Friday April 13th, 2012, 6:15-8:15pm

**Building/Room: Vancouver
Convention Center, Second Floor -
East Room 19 & 20**

“NON SATIS SCIRE: TO KNOW IS NOT ENOUGH”



Message from the Chair

Over the past decades, assimilationist trends impacting migrating and minority populations around the globe have become more and more present in schools serving children who are linguistically, ethnically, and culturally diverse. From English-only *de facto* policy to high stakes standardized testing, school children and teachers are becoming increasingly pressured into education systems that exclude the most precious linguistic and cultural resources children bring with them. Mandates from federal legislation initiatives attached to funding are disempowering schools and depriving teachers of intellectual stimulation while reinforcing their isolation. Like their students, teachers' own knowledge and reflexivity is silenced and their expertise, ignored. Standardized test scores dominate the teaching-learning discourse, even as these scores continue to reveal little to nothing about how effective teachers teach and how children learn best in increasingly diverse classrooms.

Throughout all these years in the U.S. and in countries in the Northern and Southern hemispheres, colleagues in the field of Bilingual Education have been identifying similar issues to the ones I mention above. Bilingual education research concerned with the identities of students and teachers, bilingual pedagogies, bi-literacies, dual-language programs, language policy and practice has produced knowledge that continues to emphasize the many benefits of multilingualism and the importance of affirming linguistic, cultural and ethnic diversity as a way to sustain communities and societies in a more just world. However, all the important knowledge in bilingual education that research has produced is not enough, as the theme of this year's conference reminds us. As our participation in this Annual AERA meeting in Vancouver stirs our imagination to envision transformation and fuel action, it may be useful to remember that we can always do better when we act collectively to inspire one another to stand for what we believe in.

I am grateful to our SIGs colleagues for their mentoring, their support and inspiration. To Ester DeJong (Past Chair and current Elections Committee Chair), Heriberto Godina (2012 program chair), Silvia Noguerón (Parliamentarian), Anita Hernández (Secretary/Treasurer), Kara Mitchell (Webmaster) and Elizabeth Alvarado (Newsletter) thank you for your excellent service to the SIG!

Laura A. Valdiviezo

University of Massachusetts-Amherst

Chair 2012

Bilingual Education Research SIG

<http://www.aera.net/SIG012/BilingualEducationResearchSIG12/tabid/11604/Default.aspx>

AGENDA

Agenda

1. **Welcome from the SIG's Chair**
2. **Introduction**
 - a. Current and new officers
 - b. Thank you to volunteers for service
3. **Announcements (new)**
 - a. Website-Kara Mitchell
4. **Reports**
 - a. Chair-Laura Valdiviezo
 - b. Program Chair-Heriberto Godina
 - c. Secretary/Treasurer-Anita Hernández
 - d. Parliamentarian-Silvia Noguerón
5. **Discussion Items**
 - a. Newsletter-Elizabeth Alvarado
 - b. Membership issues/ Member initiatives
 - c. Volunteers to chair Dissertation Award Committee
6. **Awards**
 - a. Dissertation Awards-First place presentation of dissertation/ Second place-presents abstract
 - b. Early Career Award
 - c. Lifetime Achievement Award
7. **Other Items**
8. **Adjourn**

2011 EXECUTIVE OFFICERS

2010-2011 Executive Officers Chairperson

Laura Valdiviezo (2011-2012)
University of Massachusetts

Past Chair

Ester de Jong (2011-2012)
University of Florida

Program Chair

Heriberto Godina (2011-2012)
The University of Texas - El Paso

Secretary/Treasurer

Anita Hernández (2011-2013)
New Mexico State University

Past Chair

Laura Valdiviezo (2010-2011)
University of Massachusetts

Parliamentarian

Silvia Noguerón (2011-2015)
University of Texas-El Paso

Newsletter Editor

Elizabeth Alvarado (2011-2013)
University of California-Los Angeles

Webmaster

Kara Mitchell (2010-2012)
University of Colorado-Denver

ELECTION RESULTS

Program Chair (chair, past chair)

Mileidis Gort (2012-2013)
University of Miami

AWARDS COMMITTEES

Early Career Award

Sharon Ulanoff (Chair)
Yolanda Padron
Mariele Rodriguez
Gisela Ernst-Slavit
Rebecca Callahan

Lifetime Achievement Award

Sharon Ulanoff, (Chair)
Diane August
Alberto Ochoa
Maria Franquiz

Dissertation Award Committee

Rebecca Blum-Martínez (Chair)
Ursula Casanova
Mary-Esther Huerta

*A Special Thanks to the Award
Committees!*

WEBSITE

The entire AERA website has been updated and transferred to a different platform this year. What exactly this means for our SIG and potentially the improved functionality to increase our communication tools is yet to be determined! Please check the website for updates to learn about what this new platform will mean for us.

PACHANGA INFORMATION**Location:**

The Lamplighter
92 Water Street
Vancouver, BC V6B 1B2, Canada
(604) 687-4424

Event Date:

April 16th

Event Time:

8 to 11pm

Room Location:

Right side dining area and side bar
exclusively

**A special Latin DJ, DJ Carlos, has been
hired for the event!

BILINGUAL EDUCATION SIG AWARD WINNERS
2011-2012**Dissertation Award****First Place:**

“Considering Academic Language in Practice: An Examination of
Latino English Learners' Academic Competencies in Spanish.”
By Dr. Laura Alvarez
Program Associate
Teacher Professional Development Program
WestEd

Second Place:

“Building on our Teaching Assets: Bilingual Educators' Pedagogy
and Policy Implementation.”
By Dr. Megan Hopkins
Postdoctoral Research Fellow
School of Education and Social Policy
Northwestern University

Early Career Award

Luciana C. De Oliveira
Associate Professor of Language and Literacy Education
Purdue University

Lifetime Achievement Award (two awardees!)

Virginia Gonzalez
Professor at the School of Education
University of Cincinnati

Robert Milk
Professor, Division of Bicultural-Bilingual Studies
University of Texas at San Antonio

PLEASE JOIN US AT THE PACHANGA ON MONDAY APRIL
16TH!

DISSERTATION AWARD – FIRST PLACE**Considering Academic Language in Practice: An Examination of Latino English Learners' Academic Language Competencies in Spanish**

Laura Alvarez, Stanford University (now WestEd)

Guadalupe Valdés, Chair; Committee: Maren Aukerman, Kenji Hakuta, John Rickford

Across research, policy, and practice, the concept of “academic language” is often cited as a reason for low achievement and a focus for educational interventions to improve English Learners’ (ELs) educational outcomes. However, despite the growing attention paid to academic language, the field lacks a coherent, agreed-upon definition of it (Fillmore & Snow, 2002; Valdés, 2004). Without a clear sense of what “academic language” is and how it develops, it is difficult for educators and policymakers to design coherent instruction, set appropriate expectations, and develop assessments to track students’ progress. This research aimed to better understand the concept of academic language, specifically focusing on the academic practice of learning science by reading and discussing expository texts. Recognizing the importance of students’ primary language competencies in and of themselves and in supporting students’ second language development, the study focused on Latino ELs’ use of academic language and literacy in Spanish. I addressed these research goals through a design research study. Over seven months, I taught a small reading group of fourth graders who were designated as ELs and spoke Spanish as their primary language. Participating students were enrolled in a bilingual program and were identified by the school as reading below grade-level expectations in both languages.

By looking closely at one academic practice, I posit a grounded description of the concept of academic language. In the task of “reading to learn science,” students encountered demands that originated in the texts and how they were written and demands involved in orally discussing texts, both of which I detail in the dissertation. These demands interacted, such that the task of making sense of a segment of text involved multiple textual and discursive demands. The dissertation also examines how students became more competent participants in this academic practice over time by documenting students’ increasing use of interactional moves identified as functional for making sense of text. In addition, the dissertation raises considerations for teaching and researching academic language in a bilingual context, including difficulties raised by texts that were not translated in a register-equivalent manner. I also describe how despite students’ designation as Beginning to Intermediate ELs, they did make use of academic resources in English to comprehend Spanish texts.

To conclude, I encourage educators and researchers to move away from general and vague definitions of academic language and instead focus on better understanding specific academic tasks, given that different tasks involve distinct linguistic and academic demands. This more specific approach to research could provide educators with more grounded and useful information for curriculum planning and assessment. Within such research, it is important to attend to both comprehension and production and to analytically separate students’ intellectual work from the forms they use. As demonstrated in this dissertation, students can engage in productive academic work using forms that are often not considered “academic,” and students’ production of formal language does not guarantee that they actually understand it. Finally, there is a need for continued research and innovation in bilingual education, particularly approaches that build on students’ bilingual contexts, move beyond rigid notions of primary and second languages, and take a cross-linguistic perspective on students’ academic, language, and literacy development.

THE AERA 2012 BILINGUAL EDUCATION SIG CONFERENCE PROGRAM
 INDIVIDUAL PAPERS, POSTER SESSIONS, ROUND TABLES & SYMPOSIA

<p>Bilingual Education Research SIG Business Meeting</p> <p>Length of Session: 02:00:00</p> <p>Session type: Business Meeting</p> <p>Time: Place: Vancouver Convention Fri, Apr 13 - Centre, Second Level - East 6:15pm - Room 19&20 8:15pm</p>	<p>Bilingual Education Research: Theory, Policy, and Practice Roundtable</p> <p>Length of Session: 01:30:00</p> <p>Session type: Roundtable Session</p> <p>Time: Place: Vancouver Convention Sat, Apr 14 - Centre, First Level - East 10:35am - Ballroom C 12:05pm</p>
<p>Bilingual Education Research: Theory, Policy, and Practice Poster Session</p> <p>Length of Session: 01:30:00</p> <p>Session type: Poster Session</p> <p>Time: Place: Vancouver Convention Sun, Apr 15 - Centre, First Level - East 2:15pm - Ballroom B 3:45pm</p>	<p>Perspectives on Biliteracy Research</p> <p>Length of Session: 01:30:00</p> <p>Session type: Paper Session</p> <p>Time: Sun, Place: Vancouver Convention Apr 15 - Centre, Second Level - West 12:25pm - Room 221 1:55pm</p>
<p>Perspective on Bilingual Teacher Education and Research</p> <p>Length of Session: 01:30:00</p> <p>Session type: Paper Session</p> <p>Time: Sun, Place: Vancouver Convention Apr 15 - Centre, Second Level - East 8:15am - Room 19&20 9:45am</p>	<p>Digital Bilingualism and Biliteracy: Technology Innovations in Bilingual Education Research</p> <p>Length of Session: 01:30:00</p> <p>Session type: Paper Session</p> <p>Time: Mon, Place: Vancouver Convention Apr 16 - Centre, Second Level - West 8:15am - Room 204 9:45am</p>
<p>Dual Language Instruction Research and Perspective</p> <p>Length of Session: 01:30:00</p> <p>Session type: Paper Session</p> <p>Time: Mon, Place: Vancouver Convention Apr 16 - Centre, Second Level - East 10:35am - Room 17 12:05pm</p>	<p>The Development of Vocabulary and Comprehension in Spanish-Speaking English-Language Learners</p> <p>Length of Session: 01:30:00</p> <p>Session type: Symposium</p> <p>Time: Mon, Place: Vancouver Convention Apr 16 - Centre, Second Level - East 2:15pm - Room 17 3:45pm</p>
<p>Multilingual Education in the 21st Century: Practice, Policy, Theory, and Research: Poster Session II</p>	<p>Multilingual Education in the Twenty-First Century: Practice, Policy, Theory, and Research: Poster</p>

We wish you all the best at the
 2012 AERA Annual Conference!
 The Executive Committee
 Bilingual Education Research SIG 12

2012 Newsletter Editor
 Elizabeth J. Alvarado
 UCLA-Doctoral Student