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“Good morning class! Buenos Días clase!

Haley Fedalizo

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Haley Fedalizo
Dr. Aghasaleh
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Final Narrative
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“Good morning class! Buenos Días clase!

My name is Teacher Haley and I am going to be your homeroom teacher this semester. I'm honored to meet you, my humble students, on this fine first day of school. You all can sit wherever you want, but if the seats that are chosen become a distraction or do not enhance your learning, then we will need to address that. My goal is to make sure that this class feels like a safe environment for every single one of you. If there is anything of concern or if you are worried about something, please let me know.

Okay, enough of me talking; I want you all to have time every morning to express yourselves in a free journal (García and Kleifgen, pp. 108-114) that you are welcome to grab on the front desk here... *gestures to desk* Now, there are a plethora of notebooks that come in all different, sizes, colors, themes. You can feel free to grab one of these notebooks or bring one from home tomorrow. There will be a daily prompt that can help guide your writing, OR you can write about whatever you feel like.”

students shuffle out of desks and sift through the eclectic notebooks - each scholar grabbing one before they return back to their seats

“Alright class, I have the prompt written up on the board. This should not be too difficult. I want you to write about yourself: name, age, what you look like, how you like Catherine L Zane, favorite and least favorite classes.”

Every student then grabs a pencil or pen out of their bag and if they forgot, then there was a class set of pencils and pens in the back of the class.

8/28/2020

Hello, my name is Rosa Aña Hernández. I am have brown curly hair, brown eyes, and I am 13 years old. This is my second year at Catherine L Zane Middle school. I am in grade 7. I like math and I do not like history.

The next day the same set of students file into Teacher Haley's classroom. This time written on the board is: “Bienvenidos amigos! Tomamos diario y escribir. Welcome Friends! Get your free journal and write, (Ailm, 2016).

How many languages do you speak? Which languages? What race/ethnicity are you?”

8/29/2020

I speak 2 languages. Español y inglés. I am from Guatemala.

“ALRIGHTY clase; it has been 5 minutes of writing so now I want to give you all a chance to meet with your neighbors, if you haven’t already, and share what you wrote yesterday and today (Lee and Buxton, 2013). You are going to share with two people,” declared Haley.

Rosa turned to their left and a small, brown-haired child looked back at her. “Hi! My name is Eddie. How ‘bout you?”

“I’m Rosa.”

Eddie broke the silence with, “Nice, I’ll go first... So, yeah, I’m Eddie. I’m 12 years old and this is my second year here. I like writing and don’t like science all that much. Uhh.. I only speak English, but I can understand most Spanish - my grandma speaks it to me. And yea.. That’s basically all I wrote.”

Rosa nodded and smiled back,

“Hi Eddie. Y - yes, I’m Rosa. I usually speak e-Spanish. I am 13 year old. I moved here from Guatemala but this is my second year at this school.”

“Cool, cool. Nice to meet you! We probably are going to sit next to each other for a while so might as well get used to each other. Right? Aha..” Eddie nervously rubbed their hands together.

“Yeah. I guess that is right,” Rosa said under her breath.

BLLLLIIIIINNGNGNNGGG → *saved by the bell*

“Alright class, get going to your first period. I will see you all tomorrow - we will be working as a whole class. Hasta mañana!” declared Haley moments after the school bell rang.

THE NEXT DAY:

Haley greeted the class, “Buenos dias! Tu bien? Today we are going to flip the script and communicate in any way you can besides speaking *English*,” (García and Kleifgen, pp. 139-142).

On the front desk there were individual white boards and white board markers that Haley gestured to promptly after finishing their statement. Haley wrote on the class whiteboard, “What is everyone’s favorite meal? How do you make it?”

Students grabbed the whiteboards, shuffled back to their seats, and began writing out their favorite meals. Eddie quickly wrote down “black bean and corn tostadas” and slid the whiteboard onto Rosa’s side of their desk. Rosa glanced at the whiteboard and whispered, “nah, chorizo y papas.” Eddie chuckled into their shirt, “Well you haven’t tried my abuelo’s tostadas...”

The room remained relatively silent, besides the faint squeaking of markers, distant footsteps in the hall, and hushed giggles amongst the students. Teacher Haley paced around the room encouraging students to talk to each other by giving hand signals in their direction. After a few minutes, Haley then tapped on the desk at the front of the room and circled the words, “besides speaking English.”

A surprised gasp slips out of several students’ mouths; one student immediately blurts out “Kon’ nichiya!”

“Sí! Tráelo ahora!” proclaimed Haley.

A majority of the class had puzzle pieces for eyes and fly fishing in their mouths. But Eduardo and his cousin Cynthia began to have a conversation in Spanish. These two students are Dreamers and both their father’s moved to California 10 years ago, when Eduardo and Cynthia were toddlers.

Haley nodded and smiled - gesturing their hands encouragingly - trying to get more spoken word out of the students besides English.

Sam and Charlie started whispering in Pig-Latin to each other - with giggles trailing every sentence.

The rest of the classroom stayed quiet while most students were independently doodling, writing on the whiteboards or in their journals for the remainder of homeroom.

BLLLLIIIIINNGNGNNGGG

“Okay clase! Hasta mañana. I’ll see you tomorrow!”

Rosa packed up her journal and smiled bye to Eddie and walked out into the hall. All of the students disperse out of their homeroom classroom and head off to their other morning class. Rosa is enrolled in an Emergent Bilingual English class right after homeroom, then paces back to Teacher Haley’s class for Biology second period.

Thinking back to yesterday, Rosa remembered that Cynthia was in her second period class - biology. Oddly enough, Teacher Haley was both Rosa and Cynthia’s homeroom advisor AND their biology teacher.

“Hello Everyone!! Take your seats - feel free to sit in a different spot than yesterday. We are going to be doing a lot of moving around this period - so you where you sit now is not where you will be at the end of class,” Haley repeated these instructions while students filled up the desks. “Okay, it looks like all my students are here... SWEET! We can get started on today’s activity. First, I want everyone to put their stuff under the desk or just out of the way. We will be walking around the classroom for most of the period.”

ziiiiiip! *swhshwhshwhs* Bags ruffle and zip as the students rearrange their belongings and place them under the desk.

“Radical, I believe that you all have sticky notes on your desk - if you don’t let me know. Today we are going to really look at lab safety and get to know our lab environment or space. With the sticky notes, I want you to go and label the scientific tools that I have set out around the classroom, (García and Kleifgen, p. 85). If you don’t know what the tool is called, then I want you to think of what YOU might call it. Any slang or language other than English is accepted! Any questions??

Okay everyone, let's get labeling our biology lab.”

All twenty-four students grab the brightly colored sticky notes in one hand, and a writing utensil in the other as they begin to meander around the classroom. Within minutes the class has sticky notes scattered along the walls, desks and windows while students begin chatting amongst themselves. Rosa strategically went to the same microscope that Cynthia went to and whispered, “que estamos haciendo?” Cynthia glanced over and responded, “Etiquetamos las cosas,” scribbling down the words *el microscopio* and sticking the note next to the microscope. Rosa nodded to show that she understood and then traveled to a row of Graduated Cylinders placed on the counter, wrote down *vaso*, and placed it underneath a sticky note that was already there. Rosa tried to read what that note said, but the word graduated did not make sense... “¿como puede un graduado de vaso?”

Another minute or so went by before Haley asked the students to sit back down to review the scientific terminology together. Cruising around the room, Haley saw that the objects were labeled in English, Spanish and slang between the two languages. With this in mind, Haley picked several class scribes that were responsible for writing all the labels that people came up with for the scientific tools.

After all of the terminology was collected - Haley projected them in front of the class for everyone to see. The class then decided which terms the classroom can use interchangeably for the scientific objects they just labeled. With emergent bilinguals in mind, Haley suggested using English and Spanish terms; rewrote the labels in both English and Spanish, then let volunteers relabel the room, (García and Kleifgen, p. 85).

Now the classroom walls, desks and windows were covered in labels that were more accessible for all students in the classroom.

BLLLLIIIIINNGNGNNGGG

“Okay clase, thank you for helping me label our lab! I will make sure that all of these terms will be available to you throughout the semester.”

Shuttering shoulders, muddy shoes, and stuffy noses hastley enter the last homeroom for the semester. This was written on the board:

How was your semester? What made you feel like you belonged in or out of the classroom?

Diciembre 9, 2020,

This manana I woke up and me duele estomago. Comíamos plátanos y oats for breakfast. I hope I do not feel sick later today. We have Christmas break next week and I am excited! No mas escuela. (:

I had a good time learning this semester. I made new amigos, Eduardo and Cynthia. I hang out with them after school last week. Cynthia y mi hermanos juegan con el equipo de tenis. We hang out at the park.

I felt like I belonged with mis amigos y in this clase and in biology. We watched cool video in science a lot. I love biology and Teacher Haley was very nice to me. I can write in whatever language I want!!!! Haley said so. La ciencia es muy fácil. Cynthia and me get to work together. I am good at biologia and Cynthia is good at writing better. We can work together and help us. Ella es inteligente so we make good science projects.

I also am able to hablar con Cynthia y Eddie en español. This helps me learn. Eddie shares his comer con mi at un brunch. Eddie habla dentro de inglés but I talk in espanol. Eddie es un bobo porque es muy cómico.

Pueblo llevar un diario a casa! I like writing more now. Escribir en ingles y espanol is like spy kids. My friend Amy only speak English y ella cannot read my journal. Secret huh?

RESOURCES:

“Someone that USES the language is someone that LEARNS the language” - Dr. Aghasaleh

(García and Kleifgen, 2018) discuss multilingual awareness in Chapter 5. “On page 85, in García’s text, they state that students should take a look at the environmental text. Environmental text is the text that is found in ‘real’ life: billboards, magazines, television, stores, etc. Noting which language dominates the environmental text lets the students see a glimpse of the systemic language hierarchy that has been put in place.” ENVIRONMENTAL TEXT should be in more than one language.

“García and Kleifgen (2018), mention that creating community for emergent bilingual students is beneficial for their learning.” from a discussion post. Teachers allow students to speak whichever language they please while working in groups or individually. Teachers invite the students culture and language into the classroom - incorporated native vocabulary with English vocabulary - in our own Literacy Notebook and in the class resource notebook.

“Lee & Buxton (2013) argue that all ages of emergent bilinguals should focus on improving the students’ English communication skills in a social setting, academic setting, and to communicate in a socially and culturally appropriate way.” taken from a discussion post. Student’s perspective will include social interactions with peers - this is a good source

“The other equitable curricular approach is that pedagogies are transformative and collaborative, (García and Kleifgen, 2018). This means that teachers should focus on emergent bilinguals oral language skills to communicate effectively in English.” discussion post. Students are reading and writing at an appropriate level that builds confidence in the emergent bilingual but is not ‘dumbed’ down.

Ailm (2016) introduced transracialization and how it is intertwined with translanguaging. Transracial students have multiple racial identities that they use to describe themselves - some of these students’ races overlap with the languages that they speak. A Japanese-French child can identify as a Japanese-French-America while the languages that they speak are Japanese and English. The Japanese culture and race influenced the language that this student speaks.