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## Meeting the Needs of Multilingual Students: Using Teacher-Reported Challenges and Successes for Teacher Preparation

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## Meeting the Needs of Multilingual Students: Using Teacher-Reported Challenges and Successes for Teacher Preparation

### Abstract

Preparing teachers to meet the needs of multilingual students is the goal of TESOL and Bilingual education programs in higher education. What these programs use to determine what these needs are can vary by location, faculty, and population of learners. This qualitative study surveyed in-service teachers applying for their TESOL or Bilingual endorsements in a college in the southwest United States. Research questions asked about the challenges and successes teachers face in meeting the needs of multilingual students and used this data to determine themes. The data showed that teachers encounter challenges meeting the needs of multilingual students in the areas of language differentiation, and Special Education. Conversely, teachers experienced success in building relationships and utilizing structural support. With this research, the aim is to use what teachers reported to make recommendations to teacher education programs and adapt our course content to what they need.

### Keywords

teacher education, TESOL, bilingual education, teacher preparation

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## Introduction

Preparing teachers to work with multilingual (ML) students includes a set of key content that all teachers regardless of what higher education program they attend should be receiving in their preparation (TESOL 2018). For example, teachers are expected to have a basic knowledge of first and second language acquisition (Wright, 2019). Teachers are also expected to know what methods and practices they can use to make language instruction accessible (Wright, 2019). On the other hand, programs can also vary greatly based on communities and their needs. For example, each state's Department of Education provides guidelines as to what standards and topics every program should cover. Using information from these sources, key stakeholders end up making significant decisions that influence how teachers are prepared to work with the ML student population. However, as Baecher (2012) noted, there is little empirical evidence on the degree to which program preparation meets the needs of teachers once they begin their careers (p. 579). Because of this, programs must know the working conditions and challenges faced by in-service teachers. With the ever-changing landscape in the education field, and the lack of data gathered by TESOL programs, teacher feedback and their voices must be prioritized to effectively prepare teacher candidates for the realities of working with ML students (Wu & Ware 2022).

Li, Bian & Martínez (2019) is one study that explores the importance of TESOL teachers' perspectives on their professional development (Li et al., 2019). Many teachers self-reported that their learning was superficial and mostly focused on "just good teaching" as being the general philosophy for teaching multilingual learners (p. 87). A call to equip teachers with an in-depth understanding of practical strategies that develop content and academic language is made (p. 88). On the other hand, other studies such as Tian (2020) suggest that teacher education programs can support pre-and in-service teachers by embedding translanguaging through a framework that focuses on teaching, modeling, and practicing this concept (p.230). From the vast research on teacher preparation programs, it is noted how there are many recommendations that can be impactful for each individual program; in this manuscript, we argue that research is necessary to not only go beyond what is already proposed but to also make more contextualized decisions. Additionally, a gap in research is noted, where most previous research explores pre-service teachers' experiences in programs (versus current in-service teachers' experiences) to inform such programs.

Drawing from a large qualitative study, this paper discusses teachers' reported challenges and successes when working with ML students. Using content analysis design, we analyzed what teachers described as being the areas they feel they need more support, especially when considering going back to higher education. Some of our findings indicate that teachers reported feeling they need more support in the areas of working with ML students with disabilities, how to engage caregivers in the classroom, and strategies designed to engage students with multiple levels of language proficiency. This paper provides a comprehensive analysis of teachers' areas of need for support as well as their areas of success.

We begin this paper by providing background information on the TESOL program and the agreement made with the local school district to provide a TESOL endorsement for teachers. In this way, readers understand the context and purpose of this study and why teachers are returning to a higher education institution to earn credit. Next, we present the study design framework, which is grounded in content analysis. This framework allows us to explore our

group of teachers closely. It allows us to make recommendations not only for our program but also for others with similar contexts as well. Finally, we present the data and make recommendations that can enrich our program and others.

### Study Context

The research conducted in this study took place in a university in the Southwestern United States. The population of ML students is over 17% for the state and 24% for the urban school district where the teachers in this study all work (NVDOE, 2012) which makes the student population for our teachers unique, given that it has one of the highest percentages of ML students in the nation. Teachers are all very likely to work with ML students and therefore need to be prepared to know how to make instruction accessible. Starting in 2018, most of the teacher preparation programs in our state added a four-course sequence to the pre-service teacher graduation requirements that meet the criteria for an endorsement by the state in English Language Acquisition and Development (ELAD) but colloquially regarded as TESOL. Having these four required courses ensures that all pre-service teachers have the foundational knowledge to work with ML students. However, not all institutions have adopted the four-course sequence which means that the majority of teachers in our state do not have an ELAD endorsement. Because this endorsement was adopted recently, most teachers who graduated before 2018 also do not have the endorsement. 5,469 teachers in the district have a Bilingual or ELAD endorsement, which accounts for less than 20% of the teachers in the district. Table 1 shows how many teachers enrolled in our county for ELAD, Bilingual, and Specialists role. Since some teachers might hold more than one endorsement, the total is 5469 and not 5632.

In 2020, we began offering the Bilingual endorsement at our college, the only higher education institution in our state to do so. The offering came out of a need to prepare multilingual teachers since the school district, in 2022, adopted dual language and bilingual education programs. The need for licensed bilingual teachers has grown, especially as the district continues the rollout of bilingual programs. Out of approximately 18,000 teachers in our district, only 283 hold bilingual licenses. This small number is highly problematic, especially when there is a push for bilingual programming.

*Table 1*

#### *Active Endorsements and Licensure Numbers*

<i>Active Endorsement</i>	<i>Count of License Numbers</i>
Bilingual	283
<i>English as a Second Language</i>	176
English Language Acquisition and Development (formerly TESL)	4744
English Language Acquisition and Development (w/ practicum)	400
English Language Acquisition and Development Specialist	29
<b>Total</b>	<b>5632</b>

J.Briske (personal communications, January 30, 2023)

Out of this established need, the school district was able to create an agreement with our institution that paid all costs for teachers to pursue their ELAD or Bilingual endorsement. The

agreement is three years long and every teacher participating is able to obtain this endorsement in two semesters which allows 130 teachers a year to pursue either ELAD or Bilingual endorsements and provides them with credits for salary advancement. The college received 305 applications, with 273 for the ELAD program and 32 for the Bilingual program. It is not surprising that the ELAD program received the majority of the applications, given that bilingual programs are still new in our state. It is also worth noting, that Spanish proficiency is a requirement for the Bilingual endorsement, which limits the number of teachers who can pursue it. We additionally noted a concerning number of teachers who were multilingual but decided to pursue an ELAD endorsement over Bilingual. This is reflective of not only a new program but also a culture within bilingualism where teachers feel they need to hold proficiency in the language to teach it. Teachers questioned their proficiency levels in Spanish and thus self-eliminated themselves as candidates for the program. We received over 10 different emails from teachers who shared the same sentiment of being native Spanish speakers but not feeling confident in their Spanish writing skills. A correspondence that stands out and sums up what we perceived from the teachers expressed: “I am a native Spanish speaker with limited formal schooling in Spanish. Even though the program looks like a great opportunity, I am not confident in passing a written Spanish test”. It is important to note that as we continue to move forward with more bilingual programming, an effort to recruit teachers and change this culture is paramount.

### **Literature Review**

Our understanding of teacher education, especially in terms of TESOL and Bilingual education, is framed within a context. For example, contextually sensitive methodology (CSM) focuses on the needs and demands of the specific TESOL context. Shehadeh 2019 poses the question “What is the best method, if any, in TESOL?” (p.113-121). The author concludes that TESOL teachers need to feel empowered to make the right decision depending on the specifics of their teaching situation. For this to happen we need to not only teach the content but also offer opportunities for critical reflection on language use in the classroom.

To build on teachers' empowerment to make language decisions in their classroom Barros et al. (2020) discuss that monolingual teachers need to have opportunities to experiment with multilingualism as part of their emerging professional identities (p. 251). Experimentation could look different depending on the context, but one idea provided by the author is to teach how to embed multilingual resources in the content areas and how teachers need to be presented with opportunities to, “explicitly name and confront underlying language ideologies and the school-based structures that perpetuate them—e.g. standards and testing—vis-à-vis the development of a sociolinguistic sensitivity to matters of instruction regardless of subject area” (p. 251). Being able to recognize how the political context in the school and community plays a role in linguistic decisions helps teachers view language use and policies through a critical lens.

Another shift in the TESOL field is the incorporation of translanguaging ideas into the discussion. Translanguaging is the “multiple discursive practices in which bilinguals engage to make sense of their bilingual worlds” (Garcia, 2009, p. 112). In essence, through this translanguaging lens, the language practices that naturally occur in all multilingual environments are viewed as valid because languages are framed as being interconnected and not two separate codes. Whereas beforehand, TESOL was mostly seen as a field for teaching English, we are now seeing how translanguaging has shifted this focus. For example, in the recently published book,

*Envisioning TESOL Through a Translanguaging Lens* (Zhongfeng et al., 2020) the contributors explored how this shift towards multilingualism in language education values the linguistic resources of every individual. Through this bridge of theory and practice of translanguaging in TESOL, we see how “teachers and learners’ full linguistic repertoires become integral to the teaching and learning of English. This shift serves to transform the roles of teachers and learners in TESOL” (p. xi).

A translanguaging framework includes ideas such as “translanguaging spaces” which explores how translanguaging shapes the space in it is happening due to its transformative power (Wei, 2011, p. 1223). We also see transemiotizing theories (Lin 2019) expanding from this work; transemiotizing analyzes how language is entangled with semiotics (visual, body movements, gestures) in meaning-making (p. 5). Translanguaging theories, pedagogies, and practices have become a canon of ideas that every teacher education program should incorporate; this is especially paramount for teacher preparation programs that consider the diverse and multilingual context in which they operate.

The information discussed in this literature review highlights the importance for faculty in teacher preparation programs to make informed decisions based not only on research but also on the CSM. Research that includes teachers’ reported challenges, needs, and successes is crucial to discuss because it informs how teacher preparation programs are organized. Additionally, conceptual shifts such as translanguaging are crucial principles that all teachers regardless of their field should be familiar with.

## Methodology

Data presented in this article are from a large application database used to process the submissions for the ELAD and Bilingual education cohort. The data from this application was originally intended to be used for program acceptance but it is also being used to inform the content, topics, and themes we cover in our courses. To better understand teachers’ reported challenges and successes we employed a content analysis design that enabled us to look for themes and the contextual meaning behind what was written. Hsiu & Shannon (2005) define content analysis as a “research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying the themes” (p. 1278). Using this methodology, we can closely read, interpret, and look for themes that emerged from the data.

Teachers who completed their ELAD or Bilingual education application were recruited through a “snowball” effect. The school district shared the opportunity to apply for this program through their network, so all licensed teachers received a notification. The teachers then had to attend an information session where they received the secure link to apply to the program. In this session, we also discussed the importance of responding to all questions thoroughly. The application included personal data questions as well as the two questions we focused on in this study.

1. What have been your biggest challenges in addressing the needs of multilingual students in your instruction?
2. What have been your biggest successes in addressing the needs of multilingual students in your instruction?

We were cognizant that a short application would be best to ensure teachers could complete it effectively and give us time to review in the one-month turnaround to recruit, review, accept,

and enroll teachers in the program. These two questions were chosen because they gave teachers the opportunity to reflect and share what areas they experienced challenges and successes. It also provided teachers an opportunity to highlight their work, which is why an open-ended question was needed. The questions were drafted by one of the researchers of this paper and the Dean of the School.

We used the written responses to the two questions to analyze themes and determine what areas we needed to modify in our ELAD and Bilingual education courses. We received 305 applications, meaning that we had 610 responses to read and analyze. First, we analyzed the themes independently. After developing a list of themes, we met over the course of two months to discuss the implications of these themes on our program and research. We took notes on the database as well as on the printed copies of the responses in order to ensure we had a track of all of the major themes. Additionally, we had these themes reviewed by a third faculty member who specializes in the area of Special Education to understand how we could more specifically support teachers.

We took several steps to ensure that our study had rigor. The data were analyzed independently by the authors and then discussed in collaboration. With content analysis, there are challenges that Hsiu & Shannon (2005) discussed. These challenges include, “failing to develop a complete understanding of the context, thus failing to identify key categories. This can result in findings that do not accurately represent the data” (p. 1281). Following the contextually sensitive methodology enables us to focus on the context and the impact it has on the data. As researchers who have worked very closely with the school district and its teachers, we are also tuned to the context surrounding the teachers who applied to this program.

## Findings

All findings presented in this section emphasize the reported challenges and successes in meeting the needs of ML students. To answer the research questions, two themes for question one and two themes for question two emerged and demonstrated unique teacher perspectives. Across the responses, two themes emerged as the greatest challenges in meeting the needs of ML students: language differentiation and special education. Anecdotally, it should be noted that the challenges were greater for monolingual teachers based on the language barrier. While each theme contributes to either a challenge or success, these themes intersect due to the complex nature of bilingual education and the large sample size ( $N = 305$ ). For example, forming deep relationships was an overall success in meeting ML students' needs, but some teachers saw developing relationships as a challenge. Table 2 shows the research questions that guided the study and corresponding themes.

*Table 2*  
*Research Questions and Themes*

<i>Research Question(s)</i>	<i>Theme(s)</i>
What are the challenges in meeting the needs of multilingual students?	Language differentiation Special education
What are the successes in meeting the needs of multilingual students?	Building relationships Utilizing structural supports

## **Challenge: Language Differentiation**

One of the most common challenges expressed by monolingual teachers is not knowing how to teach multilingual students when they do not understand the native languages their students speak. We always like to remind teachers that there are over 7,000 languages in the world and there is no way we would ever expect a teacher to know every language. Even though the most common language in our district is Spanish, teachers associate providing language support with being knowledgeable in that language. Due to the language barrier, teachers emphasized that they did not feel they had the training to differentiate instruction properly. For example, one teacher wrote, “Sometimes I do not feel like they are getting enough support from me because I lack the proper training to work with ELLs.” The inability to differentiate was largely related to not having a firm grasp of each student’s needs. Another teacher mentioned, “I feel I lack the strategies to help students with the development of their academic language.” It was also expressed by monolingual teachers that student engagement was also an instructional barrier. Communication breakdowns led to decreased expectations and difficulty holding attention during instruction. For example, one teacher commented, “my biggest challenge has been finding ways to engage emergent students in some of the more complex concepts.”

The following responses show how teachers expressed that the challenges they faced were due partially to them not being multilingual. Teachers noted:

- My ability to read in Spanish is much greater than my speaking so I find it difficult at times to best serve students that are very limited in English;
- My biggest challenge in addressing their needs is that I am not fluent in Spanish;
- My biggest challenge is communication. Unfortunately, I do not speak a second language and I always feel like a failure when I cannot understand my students or they cannot understand me;
- My biggest challenge is helping students pass all of their classes, particularly those that don’t have a Spanish-speaking teacher. Those non-Spanish speaking teachers have a hard time teaching multilingual students and rely on bilingual Spanish-English speaking students.

Interestingly, we also found teachers who were multilingual themselves expressing similar concerns. For example, some teachers felt they did not know how much native language support was appropriate. Some teachers expressed:

- It is like I am teaching two different lessons;
- My biggest challenge is determining exactly how much support in their native language I am allowed to give;
- It is hard to find the sweet spot between both languages.
- I am bilingual in Spanish and sometimes I feel that the strategies I use aren’t as meaningful because “I just speak Spanish”.

We noted how regardless of whether teachers were multilingual or monolingual, they still shared conflicts about language use in the classroom. Monolingual teachers were mostly concerned with not understanding the students and multilingual teachers considered when they could provide



native language support. Both of these address similar issues when it comes to language use in the classroom.

### **Challenge: Special Education**

Special education was an area that teachers expressed needing more support in. Their concerns mostly stemmed from not knowing how to diagnose when a student had a language delay or a disability. For example, the teachers expressed:

- Since they have trouble with expressing any language, it is very hard to determine when they don't understand because it is a cognitive issue versus when it is an English learner issue”
- The biggest challenge is knowing if the issues are language or disabilities.
- I think the fact that I work with students in self-contained programs and having that additional hurdle with students who are emergent bilinguals has been my biggest challenge. Sometimes it is difficult to know if the struggles are due to delays in speech and language or if it is because students are bilingual.

From these quotes and other data gathered, we noticed how teachers had multiple difficulties. Teachers lacked the confidence in knowing when a referral was appropriate or how to determine when a student had a disability. As has been discussed in previous research, “The overrepresentation of culturally and linguistically diverse children in special education and the quality of their educational experiences have been regarded as among the most significant issues faced by the U.S. public school system in the past 30 years” (Colorín Colorado, 2015). From evaluating our classes on the endorsement this is an area that we do not cover thoroughly. For example, special education for multilingual students seems more of an afterthought in textbooks that predominantly cover it only in the last chapter of the book. Since many classes derive their materials based on these textbooks, special education is left until the end if it is covered at all.

### **Success: Building Relationships**

Pierson (2014) says, “One of the things that we never discuss or rarely discuss is the value and importance of human connections. Relationships.” While the challenges were largely focused on monolingual teachers, the successes span across all teacher contexts (both multilingual and monolingual). One of the first challenges in any school year is creating a healthy learning community whose members feel safe to be open and honest. An overwhelming success throughout the data in our study was the building and maintaining relationships with students and parents. Both monolingual and multilingual teachers spoke on the importance of making a human connection. For monolingual teachers, leaning into the relationship aspect of teaching was a fallback strategy when experiencing language barriers. For example, “my biggest success is being able to connect with all students even if we don't speak the same language.” In another example, the teacher expresses frustrations with language barriers but adds that she experiences success through providing time for students after school. Multilingual teachers mentioned these connections as integral in the learning process. For example, one teacher commented that the greatest success is being able to relate with the students culturally. They wrote how “I enjoy communicating with parents in Spanish and creating partnerships to help their little ones well on

their way to English language learning”. In another example, the teacher expressed success with allowing the student to speak responses orally in a one-on-one scenario as opposed to a small or whole group. The teacher explains that this strategy would not be possible without speaking the language.

### **Success: Utilizing Structural Supports**

The second success in meeting student needs was using the support structures (people and resources) in place within the school. For example, teachers mentioned asking for support from paraprofessionals and other on-site faculty and staff when working with multilingual students. Often the support staff at the school might provide in-class assistance. For example, one teacher commented, “I do take the help of Spanish-speaking teachers at times.” Another teacher also echoed this sentiment when she wrote “My biggest success was using resources from my school and peers to successfully communicate”. Teachers also discussed school resources that provided support such as computer programs and translation services. Another teacher said the biggest success was, “watching emergent students pick up language while using our typing programs.” One monolingual teacher said that she was taking Spanish classes offered and used the structural support to build relationships and improve practice. The teacher continued by saying that utilizing the class might make more learning opportunities possible for their students. Overall, teachers reported being able to work well with their colleagues, using the resources available from the school and leveraging the tools that they do have in their classroom. This type of information further informs our preparation program because we are able to implement the resources that they have into our own teaching.

## **Discussion**

The above sections presented findings with each theme offering insight into the greater sample. Challenges in meeting the needs of ML students focused on language barriers, differentiating instruction, and student engagement. Successes in meeting student needs focused on relationships and resources for support. The next section begins with a discussion of the findings, followed by implications for teacher education, and recommendations for future research and practice. According to Yin (2018), the optimal reporting method for multiple cases is a cross-case synthesis in order to compare and offer a synthesis. Essential to the synthesis is the ability to discuss the similarities and differences between the cases. Finally, the paper concludes with overall recommendations for future research, policy, and practice related to meeting the needs of multilingual students and their teachers.

### **The Challenges Reported**

Research question one asked what are the challenges in meeting the needs of ML students. Overall, the challenges depended greatly on the teacher's identity. First and foremost, is the teacher multilingual or monolingual? Depending on the answer to this question the challenges varied. For monolingual teachers, the language barrier limited teacher-student engagement, and for multilingual teachers, the challenges focused more on instruction and finding strategies to differentiate the content. Based on the literature review and because challenges differ based on the individual lived experience, a key takeaway from the challenges of meeting the needs of

multilingual students is that teachers need opportunities to practice instruction. Providing opportunities is an area teacher education can control to a certain degree.

Lipponen and Kumpulainen (2011) expressed the responsibility of teacher education to create change agents. While findings from the study do not support overall structural change in teacher education, they do offer implications for preservice teacher preparation in the university context. Teacher education programs must provide opportunities for preservice teachers to connect theory and practice related to the challenges of meeting ML student needs. Moate and Ruohotie-Lhyty (2014) explained authentic participation are essential in teacher education. Some examples might include but are not limited to, class discussions, review of case studies, or classroom management application in fieldwork. University-based teacher education programs spend a considerable amount of time developing preservice teacher theory and practice, but teacher educator responsibility in the process must be considered. Additionally, we need to look at what challenges were reported and how our program addresses those challenges. We noted that the ELAD endorsement does not delve deeply into Special Education. One of the four classes has a module dedicated to Special Education but there is no meaningful assignment. A general observation made from reviewing mainstream textbooks in the TESOL field is that they only include one chapter or section that discusses Special Education. It almost seems like an afterthought for publishing houses and that translates to classroom content.

Our program does address the other challenges expressed. With language differentiation and engagement, we include funds of knowledge projects where teachers study their school environment and interview a caregiver. This helps teachers find ways to engage families and students in the classroom. We also have a class that specifically addresses language differentiation techniques with the goal of teachers creating lesson plans that differentiate instruction. Teachers become familiar with WIDA descriptors and can recognize how each level is different linguistically. WIDA provides descriptors of language levels and scaffolds appropriate for proficiency. We feel confident that within our program one of the two challenges is addressed. When thinking about the best ways to address the challenges of meeting the needs of multilingual students you must consider the greater context from a structural (type of school, content area, support structures, etc.) and individual perspective (student, parents, teachers, etc.).

## **The Successes Reported**

Research question two asked what are the successes in meeting the needs of ML students. Overall the successes related to building relationships and utilizing the support structures in place at the school. One important takeaway is the role relationships play in meeting student needs. Relationships are foundational to teaching, a non-negotiable. Building and maintaining relationships with students and parents spans across languages and demonstrates that context is an important factor to consider when working with ML students. And because context matters and is complex, it makes critical reflection a necessary practice.

In the school education context, according to McNay (2004), teachers are acutely aware of the power that rests with the evaluator. Administrators, on the other hand, prefer to highlight communication and positive feedback. Because of the differing perspectives on the role of power, administrators must take the initiative, or the lead, in building relationships with teachers. As a first step, we suggest administrators in the school context engage in critical reflection of their personal and professional theoretical views and practical experience. And it is recommended to share the results of their reflective thinking through a written teaching

philosophy statement, followed by a discussion of its contents with teachers at the beginning of the relationship.

According to Liu (2015), putting philosophy into action is key. Research indicated the benefits of transparency around a philosophy statement that included clear expectations, increased student engagement, open communication, and more profound respect and rapport (Caukin & Brinthaupt, 2017; Goodyear & Allchin, 1998; Hegarty, 2015; Schönwetter et al., 2002). With explicit attention to philosophical discussion and discourse, teacher educators might provide real opportunities for teachers to consider meeting the needs of ML students.

### Conclusion

As we continue to serve in-service teachers receiving their TESOL or Bilingual endorsements, we recognize that changes to our courses need to occur. The most crucial change is the addition of Special Education topics as they relate to multilingual students. This study helped us realize this area was not covered fully in our program. We also recognize that in-service teachers already bring a lot of classroom experiences that we can use to leverage in our own instruction. Recognizing teachers' lived experiences and giving them opportunities to share this with their cohort is of utmost importance. Finally, we highly recommend every teacher education program regularly survey teachers to see what they are reporting as challenges they have in the field. As discussed in this paper, every context is different, so it is up to us to evaluate it regularly to learn about their specific needs. For example, in our county, we just received a high number of refugee students. This is not reflected in this data, but it would likely be a point of discussion when we evaluate the new cohorts' self-reported challenges and successes.

The purpose of this study was to understand the challenges and successes teachers experience in meeting the needs of ML students. While the data was extensive and themes told an important story, implications for research are to extend the current study to provide depth to the data. For example, a smaller qualitative multi-case study would provide deeper insight into how we can best prepare teachers to work with ML students. We also recommend expanding on the questions to include Likert scale surveys that can give voice to this data in a different way. Additionally, we recognize that only using two questions can limit the scope of the study, however, it is a good way to get initial data that can inform your teacher preparation program.

For policy, it is necessary to build upon and maintain existing multilingual education policies. Supporting new and current teachers in practice means also paying attention to bilingual education from a legislative perspective. Finally, for practice, this study demonstrates the need for both micro- and macro-solutions in the short- and long-term. On a micro-scale, teacher education must provide strategies and techniques for teachers to meet the needs of students now, in the present context. We must continue to work bilingual education into the PK-12 and higher education structures. And on a macro-scale, we cannot forget the concept of translanguaging – that all experiences with language matter. As long as teachers are working to meet the needs of ML students with a willingness to learn and an open mind the experiences are meaningful.

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