

# Pre-service Teachers' Language Ideologies of Dual Language Bilingual Education Program: A Discourse in Language Education Policy

\*<sup>1</sup>Hayati Nupus, <sup>1</sup>Djatismika, <sup>1</sup>Ngadiso

<sup>1</sup>Universitas Sebelas Maret, Indonesia

**\*Correspondence:**

hayatinupus@student.uns.ac.id

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## Abstract

Dual Language Bilingual Education (DLBE) programs have long been a staple in Indonesian Islamic boarding schools. Focusing on classroom language policy, this paper investigates the language ideologies of pre-service English teachers regarding the implementation of DLBE programs. It examines the extent to which their language ideologies influence DLBE implementation, including pre and post-class reflections. Employing an ethnographic case study approach, the paper describes and explores individual phenomena to unearth natural data from daily activities. Data collection methods include interviews and observations. The study's participants comprise four pre-service English teachers, each representing diverse racial, native-language, and gender backgrounds. Findings reveal that the implementation of DLBE programs, where students learn multiple languages, is markedly influenced by teachers' language ideologies. These ideologies, shaped by factors such as race, gender, and native language, play a crucial role in the distinct experiences of bilingual speakers compared to monolingual speakers, thereby affecting the overall effectiveness of DLBE programs.

**Keywords:** Language ideology, dual language bilingual education, DLBE, language practice, language policy, bilingual teacher

## INTRODUCTION

Dual Language Bilingual Education (DLBE) programs exhibit a distinctive classroom language policy characterized by shifting patterns. These patterns navigate the complexities of language transitions and bilingual outcomes, often privileging one language in a subtractive manner. Despite the nuances of subtractive or additive language objectives, various schools adopt diverse policies tailored to enhance their students' capabilities. [Sánchez et al. \(2017\)](#), [Tirnovan \(2023\)](#), and [Liang \(2021\)](#) highlight that in translanguaging activities, a 'translation ring' acts as a scaffold. This ring facilitates the discovery of

authentic styles and enables language transformation, thereby fostering the creativity of bilingual learners.

Moreover, Dual Language Bilingual Education (DLBE) represents a form of positively oriented bilingualism, targeting the enhancement of students' bilingual, biliterate, and bicultural abilities (Handerson & Palmer, 2020). In this framework, the alignment of teacher ideologies with language instruction is pivotal for the success of bilingual learning, where a minimum of 75% of instruction is imparted in a foreign language. Handerson and Palmer (2019) emphasize that DLBE's core objective is to foster bilingual and bi-literate attitudes among students. Moreover, a complex set of language ideologies often emerges as a consequence of implementing DLBE programs.

Central to the effectiveness of DLBE programs is the concept of language ideology (Henderson, 2017). Here, the critical role of language ideology lies in its ability to establish and apply alternative linguistic perspectives. The transformation or destabilization of existing language ideologies is closely linked to local language policies, the school environment, and individual recognition and understanding. Fitzsimmons-Doolan et al. (2015) further argue that the success of bilingual education programs is intimately connected to these underlying language ideologies. Within the realm of language education, the choice of language used is significantly influenced by the ideologies driving policy decisions in various communities.

In this research, the discourse is defined and grounded within the theoretical framework as the application of language policy mandates in social life, aligning with Jaworski and Coupland's (2014) perspective. This approach resonates with Fairclough's (1995) assertion that specific ideologies are transformed and generated in actual discursive events. A central focus of this study is the application of linguistic anthropology to traditional or daily activities, specifically examining the embedded language ideologies of teachers. The concept of language ideology is explored as both contradictory and dominant, or counter-hegemonic (mixed), in nature (Kroskrity, 2004).

Furthermore, this study delves into the contradictory nature and multiple applications of language ideologies, considering the influences of both the community of speakers (Gal, 1992) and individual speakers (Palmer & Henderson, 2016). Flores and Rosa (2015) highlight the subjective nature of teachers' experiences, noting that actual language performance reflects subject positioning and influences the 'correct' framing within an educational context. Additionally, Martínez et al. (2015) investigated the use of translanguaging in DLBE programs based on teacher ideologies, finding that bilingualism is shaped by hegemonic and linguistic ideologies reflecting the teachers' perspectives. Ultimately, the DLBE program serves as a mirror for the construction of Classroom language policy.

Several studies have investigated language ideology in educational settings. Amanti (2019) examined teacher preparation and implementation of DLBE programs, revealing a dichotomy in language usage. While the English curriculum was delivered in English, other subjects were taught in a variety of languages, depending on district language policies and school administration decisions. This study highlighted inconsistencies in teacher expertise across different subjects and languages, particularly in the use of official languages in math and science, which presented creative and practical challenges in bilingual education. Moreover, Handerson and Palmer (2020) explored the language ideologies of two third-

grade bilingual teachers and their impact on classroom language policy. They found a significant interplay between language ideology and local language policy, with a tendency to favor English over bilingualism in instruction. This resulted in a dominant language ideology advocating for the separation of languages for bilingual students, reflecting varying approaches by teachers in applying these policies.

In addition, [Baca \(2021\)](#) investigated the contrast between Structured English Immersion (SEI) and DLBE programs, noting the tension between language policy mandates and classroom practices in settings with emergent bilingual students. The findings indicated that the rigid structure of SEI programs did not significantly enhance English proficiency, while a master teacher supported the efficacy of DLBE programs for Emergent Bilingual Learners (EBL), underscoring the potential benefits of bilingual education. Together, these studies provide a comprehensive overview of the complexities and nuances in DLBE program implementation, highlighting the significant roles of teacher ideologies, language policies, and educational structures in shaping bilingual education.

The aforementioned studies highlight the diverse approaches and outcomes of implementing DLBE programs. However, research specifically focusing on the use of DLBE programs in Indonesia remains relatively scarce. This current study aims to fill that gap by investigating the extent to which teachers' language ideologies affect the implementation of DLBE programs. It also examines pre-service teachers' reflections before and after the classroom implementation of these programs, providing insights into the practical and ideological aspects of bilingual education in an Indonesian context.

## **METHOD**

In this research, an ethnographic case study method was selected to capture the natural data emerging from human resources, encompassing beliefs, thoughts, and behaviors. [O'Reilly \(2012\)](#) notes that ethnography is a theoretical practice that elucidates the interaction outcomes in human daily life, emphasizing the role of agency in these daily practices. This method involves researchers immersing themselves in the participants' daily lives through observation, experience, and participation. According to [Atkinson \(2007\)](#), the ethnographic methodology positions the researcher to actively engage in the research process. This includes participating, questioning, listening, and observing participants over a period, thus allowing a deeper understanding of their daily experiences.

Furthermore, this study involved four pre-service teachers, each representing a distinct gender, age, race, and language ideology. Employing a small-scale data collection approach typical of ethnographic case studies, the research focused on the daily life settings of these individuals. As outlined by [Savage \(2000\)](#), ethnographic case studies are well-suited for small-scale data collection, emphasizing individual actions over quantitative analysis. In this research, the participants consisted of four pre-service teachers, each from different regions of Indonesia and possessing diverse linguistic and educational backgrounds.

The first participant is Riski, a native Javanese speaker from Pematang. He graduated from Tarbiyah Islamic Education in 2020 and has since been engaged as a pre-service teacher for four years. Shofia, the second participant, comes from Bayah in Banten and is a Sundanese native speaker. She has been working as an Arabic language teacher for two years. The third participant, Ari, hails from Jakarta and speaks Betawi as his native

language. He has one year of experience teaching mathematics. Lastly, Dina, from Batam and a native Malay speaker, has been an English teacher for a year. These participants were selected for their varied linguistic backgrounds and teaching experiences, offering a rich perspective for the study.

Data collection involved conducting semi-structured interviews with a set of ten questions focusing on various aspects of language ideology, including the decontextual language system, standardization, social issues, positional perspectives, and functions. Additionally, an 8-day observational study spread over four weeks was conducted. This included video recordings and field notes to capture the nuances of participants' interactions and behaviors. An observation sheet was utilized to meticulously document aspects influencing the data, particularly regarding the extent to which their language ideologies affect DLBE implementation, including reflections before and after classes. For data analysis, a repetitive thematic phrase analysis method was employed to interpret the interview data.

## **FINDING AND DISCUSSION**

This research examines the performance of four teachers from an Islamic boarding school in Banten, distinguished by their varied racial backgrounds, languages, and genders, in facilitating the bilingual learning process. The primary focus of this article is on these teachers' language ideologies, exploring how these ideologies influence both the teaching-learning process and the reflection outcomes of the implementation of the bilingual education program. The study underscores that teachers are often viewed merely in the context of their profession, overlooking their diverse backgrounds. This oversight can significantly impact the development of learning, particularly in the context of foreign language education,

### **How their language ideology affects the teaching and learning process**

#### **Participant 1 Riski**

As a Javanese native speaker, he articulated statements that language variation is a normal process and assumed that it's very difficult to live and socialize in a Sundanese native speaker environment. In line with Riski's statement, the use of the Javanese language is very minimal in the Banten environment.

*"I have been studying for 6 years in an area that has the majority of native Javanese speakers, including me. When I was placed to work with a minority of Javanese native speakers, I felt a little trouble in adjusting pronunciation, but for me, language variation is normal, and I enjoy the Process."*

Based on the Riski statement, it can be interpreted that in the lexical field, the thing that makes it difficult is the interference in the form of basic vocabulary, derived vocabulary, and phrases. The form of basic vocabulary used in Javanese is taken and entered without change into Indonesian speech. The lexical forms of basic vocabulary in this study were found in the classes of verbs, nouns, adjectives, and prepositions. Lexical interference in the form of derived vocabulary or derived words is a form of interference that is formed because it gets an affix attached to the base word. In this case, the derived word is found in the form of affixes and basic words, both of which come from Javanese. In addition, there are also basic words that come from Javanese and have Indonesian affixes.

For the phrase form, interference was found in the form of Javanese vocabulary used in the structural pattern of the Indonesian language. Second, in English, interference occurs in the lexical field. The interference is in the form of basic vocabulary, derived vocabulary, and phrases. The basic form of English vocabulary is taken and used without being changed. In this study, the form of basic vocabulary lexical interference was found in the classes of verbs, nouns, adjectives, and adverbs. Derivative word forms in this study are formed from affixes and basic words in English. As for the phrase form, it has categories such as noun phrases, verb phrases, adjective phrases, and phrases with the same adverb in Indonesian. It's just that the speaker uses English in saying the sentence.

### **Participant 2 Shofia**

Sofia's impression was that it was not difficult to adapt as she is in a majority environment. She thinks that the ideology of language is one country is easy to adapt to one language. Sofia's statement on the interview results:

*"I can adapt in terms of pronunciation with students because most of them come from Sundanese native speakers. The language and pronunciation that I speak is not much different from theirs so that what I say can be easily understood."*

This statement shows that Shofia, as a native speaker who lived in Banten, is already accustomed to facing people in her area. This peculiarity can be seen in her conversations, which were carried out by several people. The conversation is used in two languages, English and Arabic. However, the data show that the use of bilingual language is still influenced by the use of native-speaker language. This is because Sundanese is the second language after Indonesia as the main language. Based on the study above, it can be concluded that sociolinguistics has a very important role in the speech community of language users. Because of the many influences of Sundanese in the use of Indonesian, people should know and understand the correct use of Indonesian, both in formal and non-formal forms. The use of the first language in foreign language learning is a very interesting issue to study. Some theories believe that it has a good contribution to foreign language learning. Using the first language will be useful to facilitate and support the teaching and learning process. Most teachers use the first language to explain vocabulary, clarify the meaning of sentences that are difficult to understand and build good relationships with students. They also believe that the first language will improve foreign language learning.

### **Participant 3 Ari**

Ari stated the use of Arabic is more efficient than English because Arabic is effectively used more than English.

*"For me, the use of Arabic is more suited to my background. So, sometimes, I use Arabic more than English in daily life. However, it is very difficult to explain mathematics using a bilingual language. That's why I explained more about using Indonesian during the teaching and learning process. However, sometimes, students focus on my Betawi accent instead of my explanation. They think my speaking style is rare and unique, so it becomes the center of attention."*

The problems that arise can be found in several factors that cause students to have difficulty learning mathematics logarithmic material with an introduction to English,

including language mastery, habits and approaches to learning, different interests between one student and another student so that the basic difference it makes the main cause in learning mathematics, especially material logarithm with language introduction. As Ari's background dialect, when he returns to his village, the newcomers bring their daily language to Jakarta. Outside of Indonesian, of course, the formal one, the Indonesian dialect of Jakarta (Betawi), is still inherent in Ari. No wonder because Jakarta is the capital city of the country. From the time he was born until he graduated from school, he lived in an environment where the accents. When faced with a different environment, Ari still brings everyday language to Jakarta. Until now, Ari still shows various elements from different ethnic groups and accents.

#### **Participant 4 Dina**

Last but not least, Dina believes that language is a set of language skills. Based on Dina's statement:

*"We use Arabic and English as the main languages in our daily activities, and that makes students accustomed to using bilingual education. Not only in terms of practice, but they are also given two vocabulary words to memorize, both English and Arabic. Aims to improve their bilingual language vocabulary skills."*

The use of Arabic and English has become a habit in students' daily lives, so the use of language is used as an excuse to make it easier to understand bilingual language. Teachers at the school revealed that students are familiar with Arabic and English, and environmental conditions and parental backgrounds influence students' interest in learning foreign languages. Thus, the teacher chooses to explain the material directly to the point. However, the teacher feels that the teaching and learning process is more effective when using full Arabic; the students understand better, and the teacher doesn't have to translate into Indonesian anymore. Meanwhile, to avoid misunderstanding the meaning of English, they used Arabic as an English translator tool. In the implementation of teaching and learning activities, it is not uncommon for teachers to translate English into Arabic. This is because students do not have an English-Arabic dictionary that they can use to find the meaning of words that are difficult to understand. The teacher also thinks that gestures are less able to help students understand words or sentences in English. The teacher has also given examples by using pronouns or synonyms.

#### **Teachers' Reflection Before and After Classroom Implementation of DLBE Program Participant 1 Riski**

According to Riski, the purpose of implementing dual language education is to improve the education community for children from various groups so that they are able to achieve alignment with national standards in the mastery of science and language. More precisely, if we are proficient in the language, students can indirectly also gain various other abilities either from literature or when talking to foreigners whom we understand in their language.

*During the implementation of the bilingual program in the school environment, I feel that there are significant differences between students who are in the bilingual education program and those who do not use the bilingual education program, such as a lack of knowledge of foreign languages, different pronunciations that have seen from*

*getting used to and not getting used to the student in pronouncing vocabulary or microdata."*

In this program, students learn the subject matter by using two languages, namely Arabic and English, commonly called bilingual language. Initially, students are introduced to English and Arabic; if they have mastered the language and used it as a communication tool, then they will learn the subject matter presented in English and Arabic. During the education period, all of them used bilingual language. Then, to improve students' mastery of the field of study, they study the academic ability of the field of study in English and Arabic. A number of subject areas are taught with a view to enriching knowledge in the field of study. The subject matter taught is either Arabic or English. Language development is achieved gradually when students communicate with others, understand body language, and are able to express their wishes using simple sentences.

### **Participant 2 Shofia**

Regarding the problem of improving students' English skills towards the implementation of the dual language bilingual education program, according to Sophia, it is already quite good and increasing, as can be seen in the habituation of students. The results of the interview were as follows:

*"For its development, if viewed from the student's perspective, it is habituation, so the more often the students listen and speak bilingually, the more their knowledge will increase. Then, judging from the score, it is already quite good and increasing because most of the children whose English is already running, although some have not."*

Sofia, as one of the bilingual language teachers, also gave her opinion on the development of students' language skills towards the implementation of the bilingual program in the results of the interview as follows:

*"The development, what I feel is the change, is very different between before and after implementing bilingualism because I teach it not only in the upper grades but also in the lower grades; the longer, the better. Later, it can be proven by the report card values that those who have used bilingualism have improved their scores very well compared to when bilingualism was not implemented. In addition, the students' courage to speak English is bolder. The difference is that when it has not been implemented, it is still passive, sometimes still embarrassed, afraid of being wrong, and so on. Then, when I gave the command word, many people understood it. So, the difference is very noticeable."*

Arabic learning, besides being applied to the bilingual program, is also supported by Arabic club activities, which are carried out on certain days. These activities can be seen when teachers and students communicate and interact using English and Arabic alternately, both between teachers and students and students and students whose implementation is inside and outside the classroom. It aims to make students more trained to speak bilingual languages. In addition, it is also to train, improve and increase students' conversation skills so that they are really able to master bilingual language skills properly and correctly.

### **Participant 3 Ari**

The implementation of the bilingual program is applied to certain subjects, such as science and mathematics, with a continuous system starting from grade 7. In which the size of the use of time and English is adjusted to each grade level. This is motivated by the condition of students' absorption of different foreign languages; besides that, the priority for lower-grade students is the mastery of English skills in terms of reading and writing, so a deeper level of mastery of English skills will be given when entering higher class. As the result of an interview with Ari as a mathematics teacher, he said:

*"For the problem of implementing the bilingual program here, we apply it to the subjects of Science and Mathematics with a sustainable system. In 1 week, there are 3 meetings, which in one meeting is 35 minutes times 2 to 70 minutes. The portion for the use of Arabic and English is adjusted to the level of each class. In the lower classes, Arabic is used more than English. Vice versa, in the upper class, the use of English is increased. The application of the dual language bilingual education program when teaching and learning activities in mathematics subjects, for example, when learning science, is that the material is delivered with an interactive pattern using English. It's the same when giving instructions to students; for example, please open your book, stand up, or raise your hand. Usually also, when students ask the teacher, for example, excuse me miss, what is the meaning of... The writing also uses English, so from the beginning, students are taught to get used to learning to use English."*

The results of the interview above also show that learning Science and Mathematics is delivered using English when teaching and learning activities take place. In accordance with the observations that the researchers made when the teacher taught in the classroom, during the learning process, the teacher delivered the material using English and Indonesian. The textbooks and exercise texts that students use also use English instruction. When students have difficulty understanding the meaning or intent of the sentences in the book and exercise text, students immediately ask the teacher the intended question using English.

### **Participant 4 Dina**

Sophia's opinion above is further strengthened by Dina, who is also one of the bilingual teachers who stated the same thing. He gave his opinion as follows:

*"The students' English and Arabic skills from the results of this bilingual program can be seen from the assessment of students' daily processes which we can see in terms of speaking ability, they are better able to understand and can pronounce Latin in science subjects using English and Arabic with good, although there are some children who are still not used to speaking English but are already quite good at pronouncing Arabic at least they are willing to try and dare to speak English in class, and the children are rich in vocabulary. In terms of writing skills, they can write correctly and systematically, even if only in a simple context. In terms of listening skills, they are used to listening and understanding what we are talking about. From here, children can also learn about conversation. In addition, in terms of reading, students are also quite fluent."*



The differences that occur in the development of student's English skills are very visible before and after the implementation of the bilingual program. Before the bilingual program was implemented, students were still classified as passive, their English skills were still at a minimum, and they were not brave enough to speak English. However, it is different when students become active after the bilingual program is implemented. Four aspects of students' English skills related to speaking, writing, listening, and reading skills were generally very good and improved. The student report card scores are already above the KKM average. There are even children whose scores are almost perfect for English subjects.

In a study of language policy and language ideology, [Razfar and Rumenapp \(2011\)](#) found that language ideologies have a relationship in mediating language policy. [Johnson \(2013\)](#) pointed out that the relationship between language ideologies and language policy is how one defines the level of difficulty and dependence between the two terms, namely language ideology and language policy. In this study, there is some evidence that supports that language ideology has a relationship with language policy. First, the participant focuses on how to treat the language ideology of every student, including him/her. Second, the participants found out the positive impact of the use of dual language bilingual education in practice, and it was accepted by the students and then created good language interaction between student and teacher. However, there are some obstacles from some participants who use code-switching in teaching and learning activities in the classroom, such as the use of "Arabic" and "English."

Generally, this research result discusses the impossible work pattern of the four bilingual teachers' ideology in implementing the dual language bilingual education program; they have a different way. First, Riski's ideologies engage the best way to implement a dual language education program using a group discussion. He thinks that when students see other friends showing their ability to speak a bilingual language, other students will be moved to follow along in developing their abilities by saving the abilities seen by others. At the same time, Shofia's ideology thinks that students will be able to master bilingual education personally. Sofia believes that when they are forced to use a bilingual language, they will be proficient in using and familiar with the language. On the other side, Ari's ideology assumes that students will be able to master bilingual language by reading and writing a text. He thinks it will make students easily remember what they write and what they read. Dina's last ideology is that students must be actively engaged in all language activities. Nevertheless, [Gee \(2014\)](#) suggests that individuals mediate language through the prism of language ideologies and identity, while [Makoe \(2014\)](#) argues that identity influences a person's or student's language performance. [Kroskrity \(2000\)](#) emphasizes that language ideological practices are shaped by personal language and social identity, suggesting that language ideologies can simultaneously form subgroups and influence subject positioning.

Meanwhile, the effect on the consequences applied in the policy of using language in class. On the first side, Ari has a transitional ideological view in teaching students to learn languages by making them choose the language they want to use. On the other hand, Riski uses bilingual teaching techniques by implementing language flexibility through translanguaging. According to him, if foreign students feel uncomfortable using that language, then he will oblige them to use that language. In this case, the comparison of the

two teacher ideologies was tested for the feasibility of curriculum standards. From the two, it can be concluded that bilingual teaching techniques are also influenced by the ideological basis of each teacher with the aim of developing bilingual and monolingual teaching processes.

In addition, teachers play a crucial role in emphasizing language literacy within language policy, balancing the constraints and support mechanisms necessary for the success of additive dual language bilingual education programs. The challenges and support systems of these programs, as dictated by policy mandates, significantly impact the students' classroom language policy. Social factors and personal convictions drive educators' decisions on what is best for their students (Menken & Gracia, 2010). Palmer and Martínez (2013), however, caution against the risk of language ideologies in bilingual classrooms that may perpetuate hegemony, advocating for a critically informed perspective on language.

Moreover, the teacher agency is instrumental in supporting the implementation of language policy. Palmer et al. (2015) assert that teacher agency plays a significant role in influencing policy enactment. This includes limiting or reinforcing bilingual goals and outcomes, which can lead to either successful implementation or derailment of these goals. Valdiviezo (2009) explored bilingual language policy enactment in Peru, revealing the critical role teachers' ideologies and practices play in creating additive or subtractive classroom spaces influenced by language policy.

Research on the dynamic processes of bilingual education across various educational settings has shed light on the pivotal roles of administrators and teachers as policymakers and implementers. Studies by Heineke (2014), Johnson and Johnson (2014), and Menken and García (2010) have delved into these roles, underscoring the significance of educators in executing bilingual education at both classroom and school levels. Further investigations into the roles of teachers and administrators as language policymakers have revealed the ways in which their own language policy ideologies can both expand and limit the potential for bilingual and multilingual learning in educational spaces (Johnson & Johnson, 2014; Palmer & Henderson, 2016).

## CONCLUSION

In implementing a Dual language bilingual education program, there are several school programs to improve students' communication in English, but in this research, the participant showed more media or teaching methods, including flashcards, cults in English, Hunting tours, market days, and English days. In addition, the most important thing with the existence of a bilingual program is that it can improve the quality of language education. This supports a research result, namely that the bilingual program with the Dual Language curriculum received good appreciation from schools, parents, students, and the community. From the research, it was concluded that the implementation of the bilingual program with the dual language curriculum was good, as indicated by the initial planning between school administrators and teachers, program development, planning implementation, and evaluation that worked systematically and continuously. Dual Language Bilingual Education programs implemented in Islamic boarding schools have been proven to be able to achieve a good category, which means that the existence of a

bilingual program is able to improve the bilingual ability of even teachers and students, which will be useful in higher education levels or facing global competition.

There are several limitations in this study. This study is limited to only four participants. In this study, in four teachers' language ideology cases, there are different opinions and views regarding the way of teaching bilingualism and the desire to adopt the correct teaching method, which is influenced by each teacher's ideological tensions. This research also only took data from observation and interviews; it makes a minimum of data. Hopefully, in the future, data can be used in more than two data collection techniques.

Based on the findings of this research, there are three suggestions for future research. First, in this research, the researcher only focuses on preservice teacher ideology. Therefore, the next research could investigate students' ideology of dual language bilingual education programs. Second, future research could be more widely scaled even though this research only took small-scale data participants. Last but not least, future research can collect more data about participants' daily activities.

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