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Please enjoy this complimentary excerpt from *Breaking Down the Monolingual Wall*.

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FOREWORD

“To learn a new language is to open another window from which to see the world.”

—Chinese proverb

We are living in a wonderfully innovative and expansive time where our languages, cultures, and vast life experiences open windows and build bridges to an ever-evolving and connected global society that impacts all aspects of our lives. As educators, we possess the privilege and the responsibility to ensure that our educational systems, our pedagogies, and our practices expand and focus on a multitude of options for all students (and their parents and families). Uplifting the gift of multilingualism and multiculturalism is at the heart of that. We are called to be fully engaged in creating classroom communities that reflect and value the languages and cultures of our students and to elevate the values of equity, justice, kindness, empathy, and love across our classrooms—locally, nationally, and across global borders.

Transformative educators do this by providing innovative educational opportunities that promote and build multilingualism and biliteracy for students in grades PK/TK–12 (and beyond) instructional settings. Having access to a multilingual-, multicultural-, and biliteracy-focused education is both a privilege and a right of all students in the United States. Our charge is to focus on building bridges to multilingual and multicultural educational programs and breaking down the walls focused on monolingual, monoethnic, and monocultural teaching and learning. Through a broad resource bank of research and rich instructional practices, there is no question that we have the knowledge, wisdom, experience, and know-how to make this type of learning experience an enriching and successful reality for all students!

Dynamic student data throughout the United States shows that multilingual and multicultural education is a must. Nationally, 21 percent of all students speak a language other than English at home, and close to 10 percent of those students are identified as English Learner students (students who are acquiring English as a second language). While *English Learner* and *English Language Learner* continue to be recognized as the official terms used in state and federal systems, a nationwide alternate movement has begun to use asset-based terms such as *multilingual learners*, *emergent bilingual learners*, *biliteracy learners*, and so on to identify students who have a primary language other than English and are additionally learning English, uplifting the concept that students are speaking and learning in more than one language and are

becoming multilingual. With almost 50 million students in the United States, over 10 million already come from multilingual backgrounds and have the potential to excel in their multilingual skills if they have access to a multilingual/biliteracy-based instructional program. According to a report distributed by the U.S. Department of Education and the Office of English Language Acquisition (2019–2020), fifty languages or language categories appear in one or more of states' top five lists of languages spoken in their communities. Spanish is on the top five list of forty-five states and is spoken by more than 75 percent of all students across the United States. Other languages such as Arabic, Chinese, Vietnamese, Portuguese, Haitian Creole, Hmong, Cushitic, Tagalog, and Russian, representing smaller percentages, complete the list of the top 10 languages spoken in U.S. schools. This rich linguistic foundation across our nation provides the perfect momentum for the growth of multilingual/dual language programs in our schools.

Now, more than ever, we have the momentum to recognize the natural potential to grow and increase multilingual/dual language instructional options for all students. Indeed, the drive continues across the nation to build on the assets of students' languages and cultural backgrounds and to increase the development of additive educational models that expand students' access to multilingualism (such as dual language, one-way immersion/developmental language education, and heritage language programs) rather than providing a subtractive monolingual, English-only education model that reduces the value and potential of students' languages and cultures. *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* comes just at the right time to highlight the *why* and the *how* of multilingual and dual language education as an imperative for true student success. It provides a lighted pathway that takes into account the complex history of multilingual education in the United States, and it opens new and familiar doors to the systemic and pedagogical approaches that are essential to creating multilingual and dual language success. In this context, preserving and learning languages becomes an issue of equity and civil and human rights.

For decades, the historical context of multilingual education in the United States has followed a curved pathway of policy, pedagogy, practice, and hard-fought advocacy that drives, uplifts, and motivates us still today. These legal and policy decisions are numerous: *Mendez v. Westminster* (1947); *Brown v. Board of Education* (1954); *Lau v. Nichols* (1974); *Castañeda v. Pickard* (1978/1981); California's Prop 227 (1998) followed 18 years later by Proposition 58 (2016); Colorado's Amendment 3 (2002); Massachusetts Question 2 (2002); the California State Seal of Biliteracy (2011) and its growth to approval in forty-nine states; California's English Learner Roadmap Policy (2017); and many, many others. This timeline of legal and legislative battles reflects both additive and deficit approaches to multilingual and dual language education that have compelled us to pivot from theories of English-only or English-dominant instructional programs and embrace the powerful potential and possibilities of multilingual and dual language education.

The comeback surge from our legislative and policy wins has set the stage across the nation for new approaches, updated language, rigorous research, and the implementation of highly impactful programs. We have key tools such as the *Guiding Principles for Dual Language Education* (3rd Edition, Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana USA), learning standards and frameworks across different states in languages other than English, and state and national organizations, coalitions, government agencies, university programs, and partnerships whose sole mission is to support multilingual and dual language programs. Across the nation we may see that education systems and programs use slightly different terms at times to describe elements and features of their multilingual programs due to their local programmatic and linguistic context; however, overwhelmingly, successful multilingual programs are shifting from the use of *deficit-oriented terminology* (such as language minority, English-only, transitional bilingual, limited English proficient, etc.) to *uplifting assets-based language* (such as biliteracy, multilingualism, multiliteracy, dual language, two-way immersion, dual language immersion, one-way immersion, dual language learners, development bilingual, emergent bilingual, cross-linguistic transfer, translanguaging, multiculturalism, integrated and designated language development, heritage language, world and global languages, and linguistically and culturally responsive and sustaining strategies). Our current U.S. Secretary of Education, Dr. Miguel Cardona, has even widely declared that *bilingualism is a superpower!* The time is *now* to advance and propel our multilingual and dual language programs to new heights.

With the increased momentum and visibility of the power and impact of multilingual and dual language education, we are wise to proactively be aware of and respond to the challenges and opposition that exist, and to uplift the essential components that are still needed to increase success and transform multilingual and dual language programs to become the norm for all students. Several of these areas are addressed in *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* and include fidelity to successful program components; the need for more bilingually authorized teachers; high-quality instructional resources; accurate assessment and accountability in the target languages of instruction; updated research studies; being supportive of language and learning needs that arose from the pandemic; ongoing support for leaders of biliteracy programs, attention toward narrowed and weakened support systems; the swinging pendulum toward English-only or English-centric program models; instruction of literacy that ignores the assets of multilingualism; and the last gasp approaches by some to continue to support monolingual and monocultural education.

Inspired by Dr. Ivannia Soto and contributed to by eight additional key authors and researchers, *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* will propel and guide us to continue moving forward toward building strong, successful, and sustainable multilingual and dual language learning programs. We are extremely fortunate to have the

insights, strategies, and pathways that *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* provides through concrete, practical, and innovative approaches, as we most certainly will continue to face uphill challenges in breaking down monolingual systems in our educational programs. Coming together through research, policy, practice, and advocacy is essential in making multilingualism a reality for all our students and their future impact on our world. When multilingual and dual language programs are accessible for all students, we will indeed provide them with the *superpower of being multilingual!*

In the words of Guatemalan Nobel Peace Prize laureate Rigoberta Menhcu: “When you are convinced your cause is just [and right], it is worth fighting for.”

*Jan Gustafson-Corea, CEO
California Association for Bilingual Education*

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ABOUT THE AUTHORS

Ivannia Soto is a professor of education and the director of graduate programs at Whittier College, where she specializes in language acquisition, systemic reform for English language learners (ELLs), and urban education. Dr. Soto began her career in the Los Angeles Unified School District (LAUSD), where she taught English and English language development to a population of 99.9 percent Latinx, who either were or had been multilingual learners. Before becoming a professor, Soto also served LAUSD as a literacy coach as well as district office and county office administrator. She has presented on literacy and language topics at various conferences, including the National Association for Bilingual Education (NABE), the California Association for Bilingual Association (CABE), the American Educational Research Association (AERA), and the National Council of Urban Education Associations. As a consultant, Soto has worked with Stanford University's School Redesign Network (SRN), WestEd, and CABE, as well as a variety of districts and county offices in California, providing technical assistance for systemic reform for ELLs and Title III. Recently, Soto also directed a CABE bilingual teacher and administrator program across California.



Soto has authored and coauthored thirteen books, including *The Literacy Gaps: Bridge-Building Strategies for English Language Learners and Standard English Learners*; *ELL Shadowing as a Catalyst for Change*, a bestseller that was recognized by Education Trust–West as a promising practice for ELLs in 2018; *Moving From Spoken to Written Language With ELLs*; the *Academic English Mastery* four-book series; the Common Core Companion four-book series for English language development; *Breaking Down the Wall*; and *Responsive Schooling for Culturally and Linguistically Diverse Students*. Together, the books tell a story of how to equitably engage and include multilingual learners by ensuring that they gain voice and an academic identity in the classroom setting. Soto is executive director of the Institute for Culturally and Linguistically Responsive Teaching (ICLRT) at Whittier College, whose mission it is to promote relevant research and develop academic resources for ELLs and Standard English learners (SELS) via linguistically and culturally responsive teaching practices.



Sydney Snyder is a Principal Associate at SupportEd. In this role, Dr. Snyder coaches multilingual learner (ML) educators and develops and facilitates interactive professional development for teachers of MLs. She also works with the SupportEd team to offer technical assistance to school districts and educational organizations. She started her teaching career as a Peace Corps Volunteer in Guinea, West Africa. This experience ignited her passion for language teaching, culturally responsive instruction, and ML advocacy. Sydney is co-author of *Unlocking English Learners' Potential: Strategies for Making Content Accessible* and *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*. She served as an English Teaching Fellow at Gadj Mada University in Yogyakarta, Indonesia. She earned her PhD in Multilingual/Multicultural Education at George Mason University and her MAT in TESOL at the School for International Training. You can connect with her on email at Sydney@SupportEd.com or on X, formerly known as Twitter, at @SydneySupportEd.



Margarita Espino Calderón is Professor Emerita/Senior Research Scientist at Johns Hopkins University. Dr. Calderón has worked on numerous research and development projects focusing on reading for English learners funded by the USDOE Institute of Education Sciences, the U.S. Department of Labor, and has collaborated with Harvard and the Center for Applied Linguistics on a longitudinal study funded by the NICHD.

The Carnegie Corporation of New York funded her five-year empirical study to develop *Expediting Comprehension for English Language Learners (ExC-ELL)*, a comprehensive professional development model for math, science, social studies, language arts, ESL, and SPED teachers that integrates language, literacy, and content. She also developed two other effective evidence-based programs: *Reading Instructional Goals for Older Readers (RIGOR)* for Newcomers with Interrupted Formal Education. Additionally, the *Bilingual Cooperative Integrated Reading and Composition (BCIRC)* program was developed for dual language instruction and is listed in the *What Works Clearinghouse*.

Dr. Calderón collaborated with George Washington University on a Title III five-year grant to implement and further study *A Whole-School Approach to Professional Development with ExC-ELL* in Virginia school districts.

She is a consultant for the U.S. Department of Justice and Office of Civil Rights. She serves and has served on national language and literacy research panels. Dr. Calderón is also President/CEO of Margarita Calderón and Associates, Inc. Dr. Calderón and her team of ten

associates conduct *ExC-ELL* comprehensive multiyear professional development and on-site coaching in schools, districts, and statewide and international institutes. She has over 100 publications on language and literacy for ELs.

Margo Gottlieb is a staunch advocate for multilingual learners and their teachers. As co-founder and lead developer of WIDA at the University of Wisconsin-Madison, over the past 20 years, Dr. Gottlieb has contributed to the design of language development standards frameworks and Can Do Descriptors. As a teacher, teacher educator, consultant, and mentor, she has worked with universities, organizations, governments, states, school districts, and schools in co-constructing linguistic and culturally sustainable curricula and reconceptualizing classroom assessment policy and practice. Dr. Gottlieb has been appointed to national and state advisory boards, has been a Fulbright Scholar, and has presented across the United States and in twenty-five countries. In 2016 she was honored by TESOL International Association “as an individual who has made a significant contribution to the TESOL profession within the past 50 years.” Having authored, co-authored, or co-edited over 100 publications, including twenty books and guides, Dr. Gottlieb’s third edition of her best-selling book, *Assessing Multilingual Learners: Bridges to Empowerment*, is soon to join her Corwin compendium.



Andrea Honigsfeld is TESOL Professor in the School of Education and Human Services at Molloy College, Rockville Centre, New York. Dr. Honigsfeld teaches graduate courses on linguistics, TESOL methods, and cultural and linguistic diversity. Before entering the field of teacher education, she was an English-as-a-foreign-language teacher in Hungary (Grades 5–8 and adult) and an English-as-a-second-language teacher in New York City (Grades K–3 and adult). She also taught Hungarian at New York University.

She was the recipient of a doctoral fellowship at St. John’s University, New York, where she conducted research on individualized instruction. She received a Fulbright Award to lecture in Iceland in the fall of 2002. In the past 20 years, she has been presenting at conferences across the United States, Canada, China, Denmark, Great Britain, Italy, the Philippines, Sweden, Thailand, and the United Arab Emirates. She frequently offers staff development, primarily focusing on effective differentiated strategies and collaborative practices for English-as-a-second-language and general education teachers. She co-authored *Differentiated Instruction for At-Risk Students* (2009) and co-edited the five-volume *Breaking the Mold of Education* series (2010–2013), published by Rowman and Littlefield. She is also the co-author



of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014) and author of *Growing Language and Literacy* (2019) published by Heinemann. With Maria Dove, she co-edited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012) and *Co-Teaching for English Learners: Evidence-Based Practices and Research-Informed Outcomes* (2020). Maria and Andrea also co-authored *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013), *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013), *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014), *Collaboration and Co-Teaching: A Leader's Guide* (2015), *Coteaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* (2018), *Collaborating for English Learners: A Foundational Guide to Integrated Practices* (2019), and *Co-Planning: 5 Essential Practices to Integrate Curriculum and Instruction for English Learners* (2022). She is a contributing author of *Breaking Down the Wall: Essential Shifts for English Learner Success* (2020), *From Equity Insights to Action* (2021), and *Digital-Age Teaching for English Learners* (2022). Nine of her Corwin books are bestsellers.



Joan Lachance is an Associate Professor of Teaching English as a Second Language (TESL) at the University of North Carolina at Charlotte (UNCC). Dr. Lachance directs the TESL graduate programs and undergraduate TESL Minor. She is the co-author of the *National Dual Language Education Teacher Preparation Standards* and the Director of the CAEP Specialized Program Association in Dual Language Education called “EMMA: Education for a Multilingual Multicultural America.” She received her undergraduate degree in Secondary Education, Modern Languages and Linguistics from Florida International University. With Spanish as the language of program delivery, she completed graduate coursework to earn her master’s degree in School Counseling from Pontifical Catholic University in Ponce, Puerto Rico. Dr. Lachance completed her doctoral work in Curriculum and Instruction, with an emphasis on Urban Education, Literacy, and TESL at UNCC.

Dr. Lachance’s research agenda encompasses dual language teacher preparation, academic literacy development, and authentic assessment with multilingual learners, which has resulted in over twenty-five publications, including articles, book chapters, technical reports, and state-level curriculum guides since she has joined UNCC. She serves on several journal editorial boards and is a board member of the Multistate Association for Bilingual Education, Northeast (MABE). With the publication of her latest Corwin book, she is specializing one aspect of her work further into

collaboration and co-teaching for multilingual learners in the dual language context. She continues to work to support dual language education for the preservation of Native American languages, currently and most honorably collaborating with a K–8 school serving the Eastern Band of the Cherokee Indians (EBCI).

In addition to her faculty position, Dr. Lachance's service agenda has resulted in over 100 conference presentations, invited panels, keynotes, and roundtables to support the North Carolina Department of Public Instruction and the nation at large. Her service specializes in professional learning for teachers, school counselors, and school administrators. She co-created materials and professional learning institutes for myriad North Carolina state-led initiatives, including *Using the WIDA Standards*, *The North Carolina Guide to the SIOP Model*, *The North Carolina Guide to ExCELL*, and *Dual Language/Immersion Program Support*. The presentations, webinars, and asynchronous learning opportunities share innovative practices for multilingual learner academic language development, equitable active multilingual learner engagement, dual language program development, sociocultural nuances in school counseling, and international comparative education.

For fun, Dr. Lachance enjoys camping (it's really glamping!) with her husband Carl, their son, and their two rescue dogs. She is passionate about science, astronomy, the outdoors, hiking in the Blue Ridge Mountains, and the preservation of the Appalachian Trail. While she lives and works in North Carolina, she shares her heart deeply with New Mexico and has a passion for the Native American Pueblo Languages, their ways of living, and *everything Hatch green chilis*. Finally, she is a former dual language parent, who reached the point of watching multilingualism come to life in her own home.

Marga Marshall is an Educational Consultant with experience in bilingual education in Spain and California. She opened the first TK–8 Two Way Dual Immersion English/Spanish School in Concord, California, as part of the district's Magnet schools. Prior to becoming a principal, Marga Marshall was a bilingual teacher, an instructional coach, an English Learners coach, and a Dual Language coach. As an educator for over 24 years, her passion is bilingualism, biliteracy, and offering students the opportunity to learn a second language. Marga Marshall has always developed relationships with the community, staff, and teachers. Her leadership also involves watching students grow, providing the opportunity to learn in a multicultural and collaborative environment through the emphasis on collaboration, critical and creative thinking, and supporting teachers and staff so that they can



reach their greatest potential while strengthening a connection between school and home and fostering a positive school culture. Marga Marshall has presented at state and national conferences on best practices for the bilingual classroom; Creating Culturally Competent Schools; Number Talks in bilingual classrooms; Foundations for a Strong, Successful, and Sustainable Dual Language Program; Guiding Principles for Dual Language Education strategies; and Foundations in Designated and Integrated ELD. Her work and collaboration with parents, community, and paraeducators has also led Marga Marshall to do online and in-person presentations for parents and paraeducators with strategies on how to support students during Distance Learning and at home and Bilingual and Literacy Development from Home to School.

She was awarded the MDEA Community Involvement Award during the 2015–2016 school year and is the recipient of the MDEA Outstanding Administrator Award for the 2017–2018 and 2020–2021 school years. She was also nominated as the ACSA Region 6 Elementary Principal of the Year for the 2018–2019 school year.

During her leadership at Holbrook Language Academy, her school was voted best Bilingual School by Parents Press for three consecutive years, and she wrote the entry for the CSBA Golden Bell Awards—an award that promotes excellence in education by recognizing outstanding programs—leading Holbrook Language Academy to be the recipient of the 2021 Golden Bell Award in the Category of English Learners/Bilingual. As an Educational Bilingual Consultant, Marga Marshall partners with districts providing expert, customized consulting and professional learning in the areas of bilingual and English Learner education.



David Nungaray is a forever dual language teacher and school leader at heart no matter what his current work title is. The children and families he worked with as an educator are one of his guiding forces in the work he continues to do in education. As a son of Mexican immigrants, native Spanish speaker, gay educator, and a first-generation college graduate, David Nungaray is passionate about educational excellence and ensuring that school systems best meet the needs of all learners. He began his journey in education in 2010 as a founding corps member of Teach for America-San Antonio, where he served as a fourth dual language teacher. In his first year of teaching, David Nungaray was the district's Elementary Rising Star Teacher of the Year. Currently, David Nungaray works as a bilingual consulting partner at a national nonprofit where he oversees partnerships in Texas and supports national strategy for integrating multilingual learners into all the work at the organization. He has led teams focused on partnering with districts through strategic planning, (bi)literacy visioning and implementation, dual language supports, stakeholder and family engagement, high-impact tutoring, learning acceleration, and state-wide

high-quality instructional materials adoption. With almost thirteen years of experience in education, David Nungaray served as the principal of one of the flagship dual language schools in San Antonio ISD (SAISD) prior to his time at TNT. During his tenure as principal, the school community revised and renewed their in-district school charter and established a partnership with the University of Texas-San Antonio to create the first dual language teacher residency lab network of schools in Texas. David Nungaray also served as co-chair of the Bexar County COVID-19 PreK–12 Consultation group in San Antonio, focused on guiding the reopening of schools in the county. Prior to his role as principal, he co-founded one of the first schools in the Innovation Zone of SAISD, which spanned PreK–12th grade, as associate principal. The school focuses on project-based learning and also has a teaching and school administrator residency model. David Nungaray serves on multiple nonprofit boards focused on education, and he holds his master's degree in school leadership from Trinity University, where he has served as an adjunct professor in multilingual education, school leadership, and special education.

Rubí Flores is a native from San Luis Potosí, Mexico. Rubí is the Director of Professional Learning at the California Association for Bilingual Education. She has extensive expertise working with schools on implementing and refining Dual Language and Multilingual Learner Programs. Prior to this role, Rubí Flores served as a bilingual teacher, ESL specialist, dual language teacher, dual language instructional coach, dual language program coordinator, and biliteracy curriculum developer. She has worked in schools across California, El Salvador, Oklahoma, and Texas. Rubí Flores earned a bachelor's degree in bilingual education from Texas State University and a master's degree in bilingual and bicultural curriculum and instruction from the University of Texas at Austin. She is a member of the Proyecto Maestría leadership development program through the University of Texas. Rubí Flores holds a multiple subject teaching credential with a bilingual teacher authorization in California and in Texas. She has presented her work with dual language programs and biliteracy instruction at CAFE, NABE, TABE, Adelante! Dual Language Conference, La Cosecha, CARLA, and at multiple county- and district-level conferences and events in California, Texas, and México. Her current work focuses on developing teacher capacity to support multilingual learners through coaching, presenting authentic methods for biliteracy instruction, and teaching strategies that support Spanish and English academic language development in Dual Language and Multilingual Learner settings. As an immigrant and first-generation college graduate, Rubí Flores is committed to honoring her parents' courage to seek a better future by creating and acting as advocate for culturally sustaining and high-quality professional learning programs that will promote linguistic justice for multilingual learners. Connect with Rubí at thebiliteracycoach@gmail.com.





Lyn Scott, a native of the rural Midwest, is a credentialed dual language teacher in Massachusetts and California teaching in two-way immersion and transitional bilingual education classrooms for over two decades. As an elementary teacher, Dr. Scott joined colleagues and parents in restructuring their neighborhood public school into a multiage, dual language immersion public school. Inspired by the work of Paulo Freire, he immersed himself in Brazilian culture early in his teaching journey, reflecting on adult literacy pedagogies relevant to the dual language development of young learners in American schools. Lengthy experiences in China, Sweden, and Taiwan stimulated his curiosity in national language policies impacting language diversity, schooling, and migration. His advocacy for linguistic human rights includes all students having access to education in their home language in addition to English and other languages. His doctoral dissertation at the University of California, Berkeley, investigated language policy in Mexican American homes in Arizona and California. Since 2012, Dr. Scott has served as a faculty member of the California State University system, currently an Associate Professor in the Department of Teacher Education at Cal State East Bay. He is past president of the California Association for Bilingual Teacher Education and co-author of *Community-Owned Knowledge: The Promise of Collaborative Action Research* published in 2022. Dr. Scott is biliterate in Spanish, Portuguese, Swedish, and English and conversational in Mandarin Chinese.

