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Linguistic Diversity as a Classroom Superpower

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Linguistic Diversity as a Classroom Superpower

1. Understanding the Linguistic Diversity in Your Classroom

You may be reading the title of this chapter and wondering what multilingual learners, or MLLs, have to do with you. Maybe you work in an area where English-only is the instructional model. Maybe you are thinking that you rarely, if ever, have MLLs in your classroom. Maybe you have never learned about how to work with MLLs. After all, many teacher preparation programs do not have a required course about MLLs. In this chapter, we will explore linguistic diversity found in PreK-12 classrooms, asset and deficit-based orientations, and practices that teachers may utilize to get to know their MLLs. *All* classrooms are language learning environments and educators must think “linguistically” to make informed instructional decisions to recognize, validate, and leverage students’ language superpowers.

1.1 Who Are Our Multilingual Learners?

As you may have already guessed, the word *multilingual* refers to the ability to speak multiple languages – a true superpower! Multilingual learners in U.S. PreK-12 classrooms are a growing and very diverse group of students. They vary widely by:

- Race and ethnicity
- Home language
- Socioeconomic status (SES)
- Level of schooling and literacy in their home language (L1)
- Proficiency in English
- Family members’ level of education and literacy in (L1)
- Family members’ proficiency in English
- Immigration history

A MLL might have recently immigrated to the country with little to no understanding of English—this is perhaps the image that comes to mind for most teachers when considering MLLs. But students who were born and raised in the U.S. with parents and family members who speak a different language at home can also be considered MLLs. A student who grew up abroad but studied at an English-language school and has full fluency in English can also be classified as an MLL.

Many students who are still in the process of developing English language skills are labeled as ESOL (English Speakers of Other Languages) or ELL (English Language Learner) students, and these terms focus on a lack of English proficiency. Rather than emphasize what they lack, together with other researchers we refer to them as MLLs to highlight their potential to use multiple linguistic resources in their daily lives.

Students identified as needing language learning supports will usually spend some of their school day pulled out of their grade level classrooms, working with teachers who specialize in ESOL education. MLLs might also experience pushin instruction, where the ESOL teacher joins the grade level classroom, or co-teaching where the ESOL teacher joins the grade level classroom *and* shares the workload of presenting lessons, assessing, and generally holds more classroom responsibility than the pushin model. But often, this is not enough. Students are misidentified, resources are stretched thin, and local policies might limit or restrict needed services. We must also acknowledge that, at least within the context of U.S.-based PreK-12 public schools, English is generally the language of instruction.

With so many challenges, how can we turn a deficit view focused on what MLLs cannot do and how much support they need, into an asset-based perspective that leverages the multilingual superpowers of MLLs, their families, and their communities?

1.2 What Roles Does a Teacher Play in Language Learning?

Teachers perform various activities that require some understanding of language. We use language in both its verbal and non-verbal forms to build relationships, to communicate and interact with each other, to share knowledge, and to check comprehension. Language is used in almost everything we do as educators, which means that *all* classrooms are language learning environments. Consequently, educators need to know what language is, how it works, and the role it plays in the education of children— especially for MLLs.

In U.S. classrooms, English tends to take the spotlight, which can be challenging for MLLs. A sole focus on English means that their home languages are often marginalized or completely ignored in the learning process, and the crucial role of home language for both academic success and identity development gets ignored. By knowing about MLLs' home languages, how and where they use them, how they inform their identities, and how they contribute to their learning means that you can better value, respect, and include home languages into your classroom (Faltis & Valdes, 2016; García, 2017; Gonzalez et al., 2006; Lucas & Villegas, 2013). Importantly, knowing about language helps educators build their instruction in ways that leverage effective techniques to support comprehension of content, such as the use of comprehensible input (Krashen, 1992), scaffolding (Gibbons, 2002), and differentiation (Fairbain & Jones-Vo, 2010)-- we elaborate on some of these below. Language is complex, and there is not enough room in this chapter for us to help you to become an expert on language. We will, however, include some excellent resources in our Interactive Features to help point you in the right direction.

1.3 Asset-based and Deficit-based Orientations Around Multilingual Learners

Asset-based orientations are particularly important when teaching MLLs, as their home language can often be framed with a deficit-based mindset, even unintentionally. Deficit-based orientations tend to focus on what MLLs cannot do or what they lack academically or linguistically, while asset-based orientations focus on students' strengths and resources. Asset-based orientations also honor MLLs' lived experiences and *funds of knowledge* (e.g., Gonzalez et al., 2006; Moll et al., 1992), or the cultural and linguistic practices and bodies of knowledge embedded in the daily routines of multilingual students, their families, and communities. In contrast, deficit-based orientations emphasize lowered expectations and remedial learning, leading to students' rich resources and great potential being ignored.

You may have heard educators share sentiments like, "My students can't handle that," or "That would be too advanced for these kids." Statements like these are rooted in deficit-based orientations that reflect lowered expectations. Maybe you've heard other deficit-oriented comments like, "My students can't speak English or Spanish, they don't have a language!" Perhaps you have worked in a school that enforces English-only education policies, which persist despite research proving they do not improve language acquisition (Soto et al., 2023). In those cases, you may have heard things like, "English-only in this classroom!" which leaves MLLs feeling like their home language, and ways that they can access their existing knowledge, is contraband on school grounds. Examples of deficit-based perspectives can also extend to families of MLLs, in common comments such as "These parents don't care," or "It's not worth calling home," based on assumptions about families who may not be perceived as actively involved in their child's education (due to not attending school events or conferences, for instance).

These examples can be contrasted with clear, asset-based actions. Get to know students and invite them to get to know you. Sustain a genuine, positive rapport. Make time in your classroom for holistic student growth, not just academic growth. Plan and develop activities around students' strengths and interests. Invite students' and families' knowledge, experiences, ways of being, and languages into the classroom. These actions demonstrate an asset-based mindset, and when done together, these actions represent the start of something much more powerful: *humanizing pedagogy*.

Humanizing pedagogy entails teacher practices that honor, educate, and grow their students as whole human beings. Humanizing pedagogy is based on perspectives from educational scholars (Bartolomé, 1994; Freire, 1970; Salazar, 2010). Humanizing pedagogy focuses on the rich linguistic and cultural resources that the students bring with them to the classroom and focuses on what they can do rather than cannot do. Further, this scholarship suggests that teachers oriented towards humanizing pedagogy work towards building cultural competence within themselves and their students and to strengthen students' linguistic identities. An orientation towards humanizing pedagogy also suggests that educators challenge inequitable and unjust educational structures. Humanizing pedagogy is a rich and complex topic on its own, and we encourage you to explore it more fully. As a starting point, we've included several resources in the Interactive Features section at the end of this chapter to explain the key ideas of humanizing pedagogy scholarship. You could also dive straight into the source and check out the works of Freire, Bartolomé, or Salazar themselves, all cited in full in our references section. And lastly, you could read one of our other publications (e.g. Peercy et al., 2022) for more specifics about how our scholarship uses humanizing pedagogy as a foundation.

Our work focuses on challenging mindsets surrounding what students lack and must obtain, and emphasizing a thorough understanding of what assets each learner brings to the classroom. We firmly believe that such asset-based mindsets and practices are crucial for enacting humanizing pedagogies and more equitable approaches. As part of a shift towards humanizing pedagogy, we encourage all educators to think differently about MLLs and appreciate their multilingual assets as superpowers that can benefit all students in your classroom. To leverage these superpowers in practice, we have worked with a group of teachers of multilingual students to develop what we call *core practices for teaching MLLs* (e.g., Peercy et al., 2022).

1.4 Core Practices for Teaching MLLs

Here are the six core practices (CPs) we have identified in our work: 1. Knowing Students, 2. Building a Positive Learning Environment, 3. Planning Content and Language Instruction, 4. Supporting Language and Literacy Development, 5. Assessing in Meaningful Ways, and 6. Building Relationships and Advocacy (see Figure 1).

Figure 1. Core practices for teaching MLLs (Peercy et al., 2022)

<Insert Figure 1 here>

Our CPs are complex, and each CP also includes additional sub-practices and cannot be covered in a single chapter, but our work (e.g., Fredricks & Peercy, 2020; Peercy et al., 2019, 2020; Peercy et al., 2022) makes us optimistic that using CPs in your daily classroom work will benefit both you and your students. We have found that they can help educators develop asset-oriented mindsets and move them into practice. As we explore two real classroom examples in the sections below, we'll help you identify practices related to our CPs with **bold text**.

1.5 Digging into the Core Practices

Our first CP is **Knowing Students**. We think of knowing our students as a foundational part of humanizing pedagogy because it truly helps with planning instruction, supporting relationships, and building community; all of which are necessary for high-quality and humanizing learning experiences. Knowing your students is also critical for making advancements in the other CPs, such as being aware of your students' home languages to prepare linguistically supportive activities and resources, knowing your students' academic strengths to develop assessments, or knowing your students' backgrounds, stories, and families to invite aspects of their culture, community, and heritage into your classroom space. In our ongoing work studying teachers' use of CPs, pre-service teachers regularly state that **Knowing Students** is the CP that makes the greatest impression on them.

How do you get to know more about the home language and English language background of your students? We suggest the following actions:

- Speak with different stakeholders like students, families, previous classroom and ESOL teachers, and school counselors to know more about home language and English proficiency. This is especially important if the student speaks a less common language at your school.
- Look at a variety of available student data and records, usually collected through your district ESOL office. Try not to rely on only one source of data.
- Schools often send home language surveys, but you can send surveys home too, to learn more about your students and their families.

- Have translation services available for parent-teacher conferences. Public schools are required to pay for them, though parents are not always aware that they can request them, so you can assist by securing that resource.
- Speak with your school's ESOL teacher or team to find out more about the MLLs in your classroom.

As you gather this information, consider how it can be leveraged in the classroom. Once you know what a student's home language is, you can set up your lessons to provide both **Content and Language Instruction**. In some instances, you may be able to use key vocabulary and perhaps cognates that will be familiar to MLLs from their home languages. Students who have exposure to multiple languages, particularly ones with Latin roots like French or Spanish, often have an easier time grappling with some of the more challenging vocabulary words in English (Lems et al., 2024). Other times, you can anticipate words and word structures that will be confusing for students and be prepared to present or explain them in a different way. You can learn a few words in your students' home languages to give positive feedback, check-ins, and greetings. Using and repeating these words in your classroom can be part of building a positive and linguistically dynamic **Learning Environment**.

In all these aforementioned situations, you can also give your learners opportunities to acquire vocabulary in additional languages. Promoting this language growth in all your students supports **Language and Literacy Development** that is both meaningful and academically beneficial. Knowing students' home languages and English language background can help you better determine which linguistic supports you will need, and help you design appropriate **Assessments** to monitor students' learning progress. Assessments should include informal and formative assessment, and could be differentiated when needed, to make sure you are checking

students' content knowledge and not testing their ability to read instructions in English or creating other unnecessary language barriers.

If you find yourself thinking that learning multiple languages to support your own classroom instruction is a daunting task, consider the following two points: 1) you can share your own vulnerabilities in language learning with your students as an opportunity for them to get to know you more as a whole person whose learning they could support with their own knowledge; and 2) students may enjoy teaching elements of their language to you and their classmates when it is framed as a positive experience where they are doing so out of choice rather than obligation. These two scenarios have been experienced by some of this chapter's authors and by the teachers who contributed to the development of the CPs. Experiences of this kind can help you connect with the broader community, thus building **Relationships** and engaging in **Advocacy**ⁱ within your school community. Advocacy includes "interceding on behalf of another.... [to ensure] that all people in society are able to have their voices heard" (Antelo et al., 2024, p. 1). Advocacy also involves promoting change (Antelo et al., 2024; Chang-Bacon et al. 2023).

Now that we have knowledge around these concepts, you may ask what it looks like when a teacher puts these core practices into action? The next section will provide further guidance there.

2. Taking the Next Steps Shifting from Mindsets into Practices

We mentioned that our CPs were developed over time through collaboration with classroom teachers. Here we provide examples from two of those teachers, Melissa and TC. Melissa is a White woman who was in her mid-twenties at the time we visited this classroom. She taught secondary ESOL English language arts (ELA). TC is an African American woman who was also in her mid-twenties at the time we were visiting, and she was teaching secondary

ESOL life sciences. These classroom moments took place while we were collaboratively developing the CPs and while they were both early in their teaching careers.

2.1 Inside TC's Classroom

TC taught ninth and tenth grade at an urban high school that enrolled large numbers of MLLs, the majority of whom spoke Spanish as their L1, though other languages such as French and Russian were represented in both the school and in TC's classroom. In this particular class, nearly all students were newcomers to the U.S. or were considered "Beginners" in learning English. TC studied Spanish as an undergraduate and frequently wove the language into her biology lessons.

In this vignette from TC's class, she and her students had just watched a video, and she asked students to write down a few sentences in their notebooks to record their learning. Upon noticing that not many students were writing, TC took a moment to provide additional support.

TC: All right, so I need y'all to take a moment, I saw some of you writing it down. Laura, she had a couple sentences. Alejandro had a couple of sentences. I want you to write down what did you learn? *¿Cómo empieza la respuesta?* (How does the response start?)

Students: I learned.

TC: In the present or past [tense]?

Students: Past.

TC: In the past, so what do you need?

Student: E-D.

TC: E-D, so I learnED. So please, I want two sentences. I learnED, I learned that, or I learned about. So I'm gonna put two minutes for your timer. [Reads the prompt aloud] What did you learn from the video?

[Students write quietly.]

In simply providing additional instructions for a task, something we might do repeatedly as teachers each day, we can tease out multiple applications of the CPs. TC **knows her students** well. She takes the time to give shout-outs for good behavior and uses students' names when doing so. There are **consistent routines** and rapport present here as well. She asks questions to

the whole group in both Spanish and English. Students answer, sometimes collectively, and often in English – they know that this is the expectation and the goal for this classroom, which signifies a **positive learning environment**. The students' answers show us that they feel confident and supported enough in TC's classroom to know her expectations, and that it is a safe space to speak and practice their English skills. She **sets high expectations** for her students, but also offers them the holistic care and support they need to meet those expectations; she accomplishes this by using her students' home language, providing helpful models of English, and reminding them of the building blocks of the language they are learning.

Next, let's look at a moment when TC approached a small group of students.

TC: Ander, what did you learn?

[Ander responds quietly.]

TC: Which elements? You don't know? All right, you need some type of element. I'll accept that. Ander, who did you interview? Who did you interview? ¿*Entrevista?* (Interview?)

Ander: Marco.

TC: Marco. Marco, do you want to volunteer? No? Okay, well, two more, *dos más*. Eduardo, you're looking like you want to volunteer.

Student: *Ay, que aprendí.* (Ay, what did I learn.)

TC: Yep, what did you learn. Here we go. Alright, Eduardo, then Isabel.

Eduardo: I... I learned that plants serve to the clean rivers of the [inaudible].

TC: They can clean waters, right? From contamination or pollution. Good job, Eduardo.

Once again it is clear that TC **knows her students**. She takes care to use their names, she jokes with them, and she checks in with them personally. This example shows her use of her students' **home language as a resource**, as well as her skills with **content and language instruction**. The students demonstrate their knowledge of plants and rivers, content knowledge relevant to their current biology unit, but they also demonstrate confidence in *receptive* (listening/understanding) and *productive* (speaking/writing) language skills.

If you have ever tried to learn a new language yourself, you know that building confidence in your productive language skills (speaking and writing) can be challenging and sometimes embarrassing to practice in public spaces. Krashen (1982) describes this hesitation as the *affective filter*, or the social-emotional variables that might contribute to one's willingness to use the new language (for instance, anxiety, motivation, self-confidence, and self-esteem). Krashen recommends creating classroom environments that lower the affective filter as much as possible, so that students are more willing to produce the language and practice it. TC's students openly share their science learning in English in both examples, and their willingness to do so is a testament to both the students' hard work and TC's ability to lower their affective filter, making students feel at ease and comfortable to take risks. This lesson took place near the end of the academic year, so classroom routines, rapport, and English proficiency had time to develop over several months.

2.2 Inside Melissa's Classroom

When we observed Melissa, she taught ninth and tenth grade students of varying proficiency in English in a large, urban high school that serves MLLs where the student population is predominantly comprised of native Spanish-speakers emigrating from Central America. This lesson (video on our YouTube channel; see Section 3) was part of a cross-curricular, multi-teacher effort focused on the concept of collaboration.

Here, Melissa is asking for students to share their own definition of 'collaboration' before revealing an official definition.

Melissa: Can I get some different voices I haven't heard from? So, collaboration, Jorge?

Jorge: Collaboration is to work with other persons or group in order to do something.

Melissa: Okay. And then Sylvia, what is cooperation?

Sylvia: Working together.

Melissa: Yeah, working together. [She points to her slides, which have the vocabulary words on them, and describes a few key differences between "collaboration" and

“cooperation”]]. ...So, when we do collaboration, we're trying to finish a goal like a project. We're trying to build something, write something, read something together.
Yes.

Student: When we're doing homework together, we're cooperating and collaborating, the both things or no?

Melissa: Just one, just one. And when you're working together, it's like we're all working together right now as a class to get something done. I'm going to show you guys two examples so we can make this a little clearer. Whoops. Switch back.

[Melissa switches the slide to display two pictures.] All right. So here are two examples of the differences between these two things. So, for collaboration, you're gonna see what these guys are doing here?

Student: They're working.

Student 2: Composing music.

Melissa: Yeah, they're composing music. So, do they all play the same instrument, and they all know how to do the same thing?

Students: No.

Melissa: No, but they're coming together to create what?

Students: Music.

Melissa: Music, one song. And then how about another example of cooperation? What are these?

Student: Bees.

Melissa: Bees and they're working together to do what?

Students: Make honey.

Melissa: Make honey. Are they all making the same thing?

Students: Yes.

Melissa: What is their goal though, in making?

[Different students answer simultaneously.]

Melissa: So, they're making food for the whole group, they're all doing the same thing. They're all making the same little squares and they all have the same job. Does that make sense? So, what we're going to be doing today is we're going to be getting ourselves set up to [emphasis and points to vocabulary words on board] *collaborate* on a project, because we will not all be doing the same thing to meet our goal. Does that make sense?

Similar to what we witnessed in TC's class, Melissa calls on students by their names, encourages multiple students to speak, and asks them direct questions. We can tell that she **knows her students** from this interaction, and we can tell that her class has **consistent routines** because her students are able to engage with her activities immediately without having to wait for explicit

instructions. This is also a great example of **scaffolding**, one of the sub-CPs that promotes **language and content instruction**. Throughout this exchange, we see Melissa increase the complexity of the activities the students are engaging in while consistently checking for their understanding of the key concept. Melissa is challenging her students to make their own meaning for the vocabulary word (before providing a dictionary definition), using multiple examples, and engaging multiple voices in the classroom. Then she uses visuals—pictures of musicians and honeybees—to express her point without words. The use of visuals (i.e., images, videos, and other kinds of media) is an excellent teaching tool to support students’ **language and literacy development**. She continues to scaffold the difficulty of the challenges of this lesson with additional activities throughout the day, as we will see in the next example provided below.

Unlike TC, Melissa did not speak the student’s L1 (Spanish), although she did have personal experience as a language learner having studied Japanese. She still took opportunities to demonstrate her vulnerabilities as a learner of Spanish and encouraged her students to take risks as they continued to develop proficiency in English. In this moment from later in the same lesson, Melissa circulates from group to group as they collaboratively build a tower out of marshmallows and spaghetti. The interaction below involves her reminding a group of students that they need to be writing down their procedures and is assisting them with the spelling of “marshmallow tower”, so they can create a project label.

Melissa: Marshmallow tower. M-A-R...

Student: M...A...R...

Student2: *¿Cuál?* (What?)

Student [saying the letters in Spanish]: M-A-R...

Melissa: S [saying the letters in Spanish]

Student: S [saying the letters in Spanish]

Melissa: H [saying the letter in English]

Student: H [saying the letters in Spanish]

Melisa: M-A-L-L-O-W, and then tower. T-O-W-E-R. Tower.

Student: Tower. T [saying the letters in Spanish].

Melissa: O [saying the letter in English] Ok. T-O-W-E-R.

Student: T-O-W [saying the letter in English] W [saying the letters in Spanish]

[Laughter among students, chatter about the differences in how W is said in both languages]

Student: W-E...

Melissa: R. [Reassuring tone] It's okay, I should have given you time. Awesome.

Melissa took the time to help this student spell of a challenging word and work through the additional challenges of letters being pronounced differently in Spanish and in English. Both she and the student switch back and forth between saying the letters of the alphabet in English and in Spanish, so we can see that Melissa is using her knowledge of the student's **home language as an asset**. Melissa's efforts to give students individualized, supportive, and encouraging attention demonstrate a **positive learning environment**. We also argue that this lesson overall seems fun and shows how Melissa and (since this was a cross-content unit on collaboration that also incorporated the students' other classroom teachers) her colleagues valued collaboration amongst the students and with each other.

2.3 A Note for Teachers Who Do Not Work with ESOL Students

As you have read this chapter so far, you may find yourself wondering if either of the examples apply to you if you do not teach (or plan to teach) students who are officially identified as ESOL by your school system. How can you use linguistic diversity as a classroom superpower if your classroom is not particularly linguistically diverse? As teacher educators, this is a conversation we have had with many pre-service teachers, so you are not alone! If you are wondering how linguistic diversity applies to you and your classroom, we encourage you to ask yourself the following:

- Were any of the conversations presented above that utilized *translanguaging*, the shifting back and forth from one language to another, difficult or impossible for you to understand?

- Go back and re-read some of the conversation transcripts. If you are not a Spanish-speaker, and we had not provided translations, would you have been able to follow along in the conversation? Would you have learned any new Spanish words through cognates (words from different languages that are linguistically similar, e.g., lemon/limón)?
- If you were a student who only spoke English, would you find any of these conversations between your teacher and classmates inaccessible to you?

Incorporating multiple languages into conversations through translanguaging can be an excellent classroom practice for a number of reasons. The teacher can introduce words in one or more languages while contextualizing their meaning in English, which helps students practice with cognates. Engaging in the practice of translanguaging regularly over time will help demonstrate that the teacher values linguistic diversity in their classroom, that their classroom is a safe space to use multiple languages, and – if the teacher demonstrates their own vulnerability in translanguaging with a language they are less familiar with – a safe space for students to lower their own affective filter in practicing a new language. Remember that many students may be multilingual but not formally identified as ESOL or MLL students. These students may be native English speakers but have family or community members with whom they speak another language outside of school. They may have been former ESOL students who have passed proficiency examinations and are considered fluent in English. Depending on your school system and grade level, many of your students may also be taking World Language classes (such as French or Spanish) and could benefit from practicing their new language in other classroom spaces. There are many reasons to begin incorporating CPs for teaching MLLs into your

teaching, even if you are unsure if there are language learners in your classroom. But how do you get started?

2.4 Getting Started

When starting this responsive work, remember that it is best to start small and not to try to do everything all at once. Consider one or two practices that may be closely aligned with what you are already doing or could that you could easily incorporate into your daily routine. If you do not have much experience thinking about English as a language, some resources in the section below may help you begin to look at your content through the lens of a language teacher. There is also a wealth of multilingual and teacher-created resources online that we have not included in our resource list. Here are some steps you could take as you begin to explore online:

- Search for TESOL (Teachers of English to Speakers of Other Languages) resources for your particular grade and content area on curriculum websites, and read through lesson planning materials to see how a language teacher would provide support to MLLs in your classroom. There are a number of free and low-cost repositories of lesson plans on the internet, and many school districts also keep a database of curricular resources that include ESOL materials. If you are unsure how these resources might look in action, you may be able to find supplemental videos of the lesson taking place in a real classroom – or you can bring it to your colleagues and ask!
- Follow multilingual educators in your field on social media platforms you frequent. A wealth of tips, resources, articles, inspiration, and networking connections can come from social media posts.

- Seek out teachers or administrators at your school to collaborate with on how to support MLLs. If you work in a school system where some of the deficit orientations we described in Section 1 are prevalent, you may find strength and support in like-minded colleagues and virtual networks. Addressing inequities and engaging in advocacy cannot be done alone, so making connections with and learning from others, both in person and remotely, is invaluable.
- Set aside time each school day to get to know your students as whole human beings and let them get to know you. You never know what superpowers, linguistic or otherwise, these bonds will unlock!

3. Interactive Features

As we've mentioned above, the best way to get to know your students and plan lessons and activities for them is to talk to them and to your colleagues. A lot of knowledge and expertise circulates throughout the language teacher community, which you can tap into to support your journey with the MLLs in your classroom.

3.1 Resources for Core Practices

Three of this chapter's authors released a book, *Core Practices for Teaching Multilingual Students: Humanizing Pedagogies for Equity*, and the other three authors joined the team to continue researching and writing about CPs and humanizing pedagogies. The easiest way to access all our Interactive Resources, including a direct link to purchase a copy of our *book*, some links to our *other publications*, our *YouTube channel*, and some other *free downloadable resources* can all be found in one place on our website (go.umd.edu/corepractices). Melissa's lesson about collaboration is viewable on that website, as well as a number of other videos highlighting different examples of CPs in action in real elementary and high school classrooms!

3.2 Additional Resources for Working with MLLs

The following resources can also provide strategies, ideas, or teaching tips for the ways in which different working teachers and language learning specialists are engaging with MLLs.

- *¡Colorín Colorado!* (www.colorincolorado.org) is an excellent resource for MLL instruction and has an extensive video library that features practicing teachers discussing and implementing standards-based lessons for MLLs, with access to downloadable resources. The site also contains instructions for fun classroom activities, provide supportive links for teachers, and gives book recommendations for different age groups.
- *CUNY* hosts a research institute focused on emergent bilinguals (their preferred term for MLLs) with a wealth of resources on their website, though we particularly recommend their translanguaging guides for educators (www.cuny-nysieb.org/translanguaging-resources/).
- The *Boosting Achievement ESL Podcast* by Carla Salva is an ongoing podcast series that features working teachers discussing their classrooms, with topics ranging from practical strategies to issues of equity and advocacy. This is available for download on most podcasting platforms.
- *Edutopia* has a large library of resources, but their language learner support section (www.edutopia.org/topic/english-language-learners/) offers an extensive list of videos, articles, activities, and other supportive media that can assist, support, and inspire you in planning lessons and activities with your MLLs.
- *Inspiring English Language Learners* (www.inspiringells.com) is a blog by Emily Francis, a high school ESL teacher in Concord, North Carolina. She blogs about a variety

of topics, from book reviews to tips for engaging with parents, and writes in both English and Spanish. She also sometimes shares videos from her classroom.

- The *Cult of Pedagogy* website (www.cultofpedagogy.com), started by Jennifer Gonzalez, features posts by both Jennifer and guests. Most of the posts provide useful tips for teaching in general, but some are specific to MLLs, which makes it a great resource that serves multiple purposes for your classroom.
- *Reading Rockets* (www.readingrockets.org) has a full library of classroom strategies with a filter for English learners, which you might find useful for all your literacy instruction needs.
- The *Language Lady's* YouTube channel (youtube.com/c/thelanguagelady) features many videos with concrete and practical examples of classroom activities. While the channel may not be updating frequently, her videos are still high quality and relevant.
- For more information about Paulo Freire's big idea's, including humanizing pedagogy and more, check out this helpful summary sheet from Ireland's National Council for Curriculum and Assessment. (<https://ncca.ie/media/2581/paulo-freire-v2.pdf>)
- This recent article in the *Denver Clarion*, the official student newspaper of the University of Denver, covered Dr. Salazar's life and work (including her writing about humanizing pedagogy) and the influence that Freire had on her. It is available to read online on their website (<https://duclarion.com/2024/04/the-rose-from-the-concrete-dr-salazars-trailblazing-journey/>). *Nelson Mandela University* hosted a webinar on humanizing pedagogy with Dr. Salazar, which included both anecdotes from her journey and concrete classroom examples from teachers. The webinar is viewable on YouTube (<https://y2u.be/XUWhlpeO6X4>).

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ⁱ A word of caution, as there is a great deal of tension surrounding others advocating on behalf of multilingual learners and their families/communities (e.g., Hamayan & Freeman, 2012; Wright, 2015). We recommend educators make themselves aware of these tensions through resources we provide in Section 3, continue to explore other resources available to them, engage in advocacy in spaces that are appropriate, and provide resources to MLLs and their families to advocate for themselves (e.g., Peercy et al., 2022, pp. 101–104).