Title of the project:
Newcomer High Schoolers' Writing Development through
Participatory Action Research

Researcher:
Angélica Montoya-Ávila
University of Maryland, College Park
montoyaa@umd.edu

Research Supervisor:
Dr. Melinda Martin-Beltrán
University of Maryland, College Park

Angélica Montoya-Ávila

Final Report

Motivation for Research

Latinx students constitute the largest ethnic minority in U.S. public schools (Kena et al., 2016). Unfortunately, Latinx students often encounter multiple barriers to school success, including discrimination, poverty, and low-quality schooling (Gándara, 2004; Schneider, Martinez, & Owens, 2006). *Newcomers*—immigrants who have resided in the United States for four years or less (Boyson & Short, 2003; Short & Boyson, 2012)— face additional challenges; they need to learn how to navigate a new educational environment and adjust to new sociocultural contexts (Suárez-Orozco, Suárez-Orozco, & Todorova, 2008). The adjustment process can be especially difficult for adolescent newcomers because they are more likely than their younger counterparts to experience identity crises, lack of language learning support, interrupted or limited education, and interpersonal conflicts (Ruiz-de-Velasco & Fix, 2000). Yet, scholars have paid scant attention to Latinx youth newcomers' adaptation to the United States and to the role that writing plays in these students' lives.

Research on how newcomer Latinx high schoolers (NLHSs) conceive writing is very scarce. Thus far, most of the studies involving NLHSs' writing (e.g., Gilliland, 2015; McCloud, 2015; Ortmeier-Hooper, 2007; Rubinstein-Ávila, 2007) have occurred at traditional, comprehensive high schools. These studies (e.g., Rubinstein, 2007; Villalva, 2006) suggest that conceptions of writing may vary among NLHSs: Whereas some NLHSs may consider writing as a teacher-mandated, repetitive task, others may come conceive writing as a liberating experience or a transformational tool. Their conceptions of writing, in turn, may shape how they engage with writing (Mateos & Solé, 2012).

Moreover, although NLHSs could learn how to conceive and use writing as a transformational tool through participatory action research (PAR), the relation between NLHSs' involvement in PAR and their writing has not been directly studied. PAR is a "systematic, empirical research in collaboration with representatives of the population under investigation, with the goal of action or intervention into the issues or problems being studied" (Brown & Rodríguez, 2009, p. 1). PAR encourages students to become co-researchers and investigate social issues of their interest. In the process of doing PAR, the student coresearchers have multiple opportunities to use writing as an instrument to reflect on and change their worlds. Thus, unlike other inquiry programs and approaches, PAR always has the potential to help students view

writing as tool for transformation (Cammarota & Romero, 2009, 2011; de los Ríos, López, & Morrell, 2015; Duncan-Andrade & Morrell, 2008; García, Mirra, Morrell, Martínez, & Scorza, 2015; Irizarry, 2008; King, 2013; LaDuke, 2010; Mirra, García, & Morrell, 2016; Morrell, 2003; 2006, 2007; Noonan, 2009). However, researchers have not investigated the impact of PAR on NLHSs' conceptions of writing. I sought to address this research gap with my dissertation study.

Research Questions

This study concentrated on three research questions:
1. How do NLHSs perceive PAR?
2. How do NLHSs conceive writing before, during, and immediately after participating in a PAR process?
3. What aspects of the PAR process impact NLHSs' conceptions of writing and how?

Research Methodology

The research project unfolded at Multicultural High (pseudonym,) a public high school that only serves immigrant-origin students and that is located near the Washington D.C. metropolitan area. With the support of the school personnel and my dissertation committee, I designed and implemented an afterschool program based on PAR principles (Kemmis & McTaggart, 2008; Park, 1993).

The study had a "two-tiered design" (Brown, 2010). As part of the first tier, a small group of Multicultural High students (n = 15) and I met weekly for 14 weeks to establish a research team and work together, as coresearchers, in investigations. The studies focused on school-related issues (i.e., students' sadness, teachers' happiness, and students' reactions to unwanted changes) that the participating youth considered important. In the first study tier, the immigrant youth coresearchers and I aimed to better understand the youth's selected issues by collecting and analyzing data from participant observations and semi-structured interviews with both students and teachers. Throughout the research process, the youth and I frequently used written and oral language to reflect on our actions and to examine future courses of individual and collective action. In other words, we engaged in praxis by writing and talking with one another. Doing PAR (i.e. the PAR process) offered us myriad opportunities not only to tailor the afterschool program but also to use and think together about research and writing.

The second tier of the study involved taking a bird's-eye view of what was happening in the first tier. For the second tier, I conducted a qualitative critical inquiry on the conceptions of writing and research of four focal youth coresearchers, who were newcomers to the United States, self-identified as Latinx, and were enrolled in either tenth or eleventh grades at Multicultural High. This critical inquiry was the primary focus of my dissertation. Data collection for my dissertation study included multiple ethnographic methods—namely, participant observation of the PAR activities and semi structured interviews with the four focal students and two Multicultural High teachers who were familiar with the students' writing. I analyzed the collected data inductively and deductively (Creswell, 2014), using the *constant comparison method* (Glaser & Strauss, 1967). During the analysis, I considered some *sensitizing concepts* (Corbin & Strauss, 1990) from critical social theories, critical pedagogy, sociocultural theories of learning, and writing scholarship.

Summary of Findings

I answered the question of "how did NLHSs perceive PAR?" by analyzing data (namely, fieldnotes and interviews) inductively and deductively. In the first round of coding, I focused on how the focal NLHSs described their experiences in the program and used their own terms to label pieces of raw data This inductive analysis revealed that, in general, the focal youth viewed PAR as "interesting," "fun," and "challenging." In the second round of coding, I concentrated on examining the reasons why they viewed PAR in those ways and explored how conceptual constructs helped me understand the youth's perceptions. In that analytic stage, I noticed two intriguing patterns. On one hand, the youth considered PAR as interesting/fun because it allowed them to learn not only about themselves, their selected topic, research, and writing but also about how other people thought, felt, and lived. On the other hand, they perceived PAR as a challenging process that involved communication and analysis. In the last analytic stage, I further conceptualized those patterns and concluded that the focal NLHSs perceived PAR as a relevant opportunity for challenging dialogue and *conscientization*—i.e., a way to understand one's social conditions and possibilities (Freire, 1970). My data analysis also revealed that the focal youth coresearchers' perceptions and expectations of PAR were tied to their prior research experiences.

Through my data analysis, I identified a second set of findings related to the focal youth's writing conceptions. I began the formal analysis by reviewing how the youth defined or characterized writing in the interviews and the program sessions. I then created in vivo codes of the youth's definitions of writing (e.g., "writing is 'copying'"; "writing is 'a way to express yourself'") and used those codes to tag corresponding excerpts in fieldnotes and interviews. In subsequently identifying patterns among the codes, I discovered that the youths defined writing in three primary ways: a manual act, a way to record and remember information, and a form of expression or communication. In the last round of analysis, I examined how those three categories related to the extant literature on writing. I eventually realized—using the constant comparison method— that the first two categories mirrored a reproductive conception of writing and the third category reflected a transformational conception of writing (discussed in Villalón et al., 2015). I then re-labeled the coded data pieces the new conceptual categories and re-interpreted the meaning of the whole dataset. This round of data analysis revealed that, throughout the PAR process, the youth coresearchers placed additional emphasis on writing as a tool to express themselves, help others, and transform their worlds. Because this perspective reflects a transformational conception of writing, I argue the focal youth strengthened their transformational conception of writing over the course of the PAR process.

In addition, my analysis showed the PAR process influenced the youth's writing conceptions by being youth-centered, offering novel writing opportunities, and promoting dialogic talks—i.e., an interaction in which both teachers and students present ideas and make arguments in order to reach agreements and common understandings (Alexander, 2000).

Implications

This study has important implications for educational practice. Education stakeholders should actively seek to establish high-quality programs in which immigrant students can investigate their own contexts. Like other studies (e.g., Cammarota, 2007; de los Ríos et al., 2015; LaDuke, 2010), my dissertation research shows that programs focused on youth-led research allow students to better comprehend and transform themselves and their worlds, which may contribute

to immigrant students' positive socioemotional and academic development in their new home countries. School teachers can partner with university-based researchers and prospective teachers who wish to implement and examine such programs or by supporting school faculty who may be interested in creating similar educational experiences in extracurricular spaces or as part of regular school classes.

Yet, educators should recognize the uniqueness of newly arrived, Central American, immigrant youth. Compared to younger immigrants, immigrant teenagers have more life experiences and are more aware of their surrounding circumstances (Suárez-Orozco et al., 2002). The youth's experiences prior to, during, and after migration generate emotions and knowledge that influence the youth's participation in educational initiatives. For instance, like Suárez-Orozco and colleagues (2002), my youth coresearchers and I noticed that many Central American newcomer immigrant youths suffered from depression –mainly due to migration-related family separation and conflict. Their depressive episodes oftentimes reduced their school engagement and negatively affected their interpersonal relationships. Through my dissertation research and education practice, I found that the most meaningful educational initiatives and opportunities for newcomer, Central American, immigrant youth are those that address their emotions. And, as my findings suggest, writing is a powerful tool for immigrant youth to process their emotions and traumatic experiences (see also Dutro, 2011; Park & Blumberg, 2002).

My dissertation research also indicates that immigrant youth benefit emotionally and academically when their knowledge, experiences, and interests are the center, rather than the periphery, of educational enterprises. Therefore, it behooves education practitioners, administrators, and policy makers to work together to design and implement educational initiatives centered on students' knowledge, experiences, and interests. These initiatives should begin by meeting students where they are, in terms of their learning trajectories, and leverage their individual and collective capacities in accordance with SCT and critical pedagogy principles.

Lastly, my dissertation serves as a reminder for education practitioners to provide immigrant students with multiple kinds of opportunities to write and share their own texts to expand their writing conceptions and engagement. Like previous studies (e.g., Jocson, 2012; Linares, 2017, 2019), my research shows that when NLHSs are allowed to compose various types of texts for different purposes and audiences, they are likely to increase their engagement with writing and change how they view writing. I also found that immigrant youth especially appreciate opportunities to create multimodal texts in which they can express their opinions, reflect on their lived experiences (including, their emotions and traumas), and/or promote social changes. Further, students may view writing as a more valuable enterprise when they have opportunities to talk about their texts and present them to others. Thus, educators who wish to support immigrant youth in expanding their writing conceptions and engagement should encourage them to compose various types of texts and share their texts with others, in and beyond the classroom and school.

References

Alexander, R. (2000). *Culture and pedagogy: International comparisons in primary education.* Oxford: Blackwell.

Allard, E. C., (2013). *Latecomers in the new Latino diaspora* (unpublished doctoral dissertation). University of Pennsylvania, Philadelphia.

Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational researcher, 31*(7), 28-38

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research, 86,* 163-206. doi:10.3102/0034654315582066

Barrett, C. (2013). (Re)Imagining TESOL through critical hip hop literacy. *International Journal of Critical Pedagogy, 4(*3), 100-115.

Barton, D., & Hamilton, (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanič, R. (Eds.), *Situated literacies: Reading and writing in context*. New York, NY: Routledge.

Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy, 49*(6), 490-498.

Biggs, J. B. (1970) Faculty patterns in study behaviour. *Australian Journal of Psychology. 22*, 161-174.

Biggs, J. B. (1973). Study behaviour and performance in objective and essay formats. *Australian Journal of Education, 17*(2), 157-167.

Biggs, J. B., & Tang, C. (2007). *Teaching for quality learning at university* (3rd ed). Berkshire, UK: Open University Press.

Bocci, M. C. (2016). Youth participatory action research in world language classrooms. *Foreign Language Annals, 49*(3), 455-478.

Boff, L. (2011). The influence of Freire on scholars: A select list. In J. Kirylo (Ed.), *Paulo Freire: The man from Recife* (pp. 235–269). New York, NY: Peter Lang.

Boyson, B. A., & Short, D. (2003). *Secondary school newcomer programs in the United States*. University of California, Santa Cruz: Center for Research on Education, Diversity & Excellence.

Brown, T. M. (2010). ARISE to the challenge: Partnering with urban youth to improve educational research and learning. *Penn GSE Perspectives on Urban Education, 7*(1), 4-14.

Brown, T. M., & Rodríguez, L. F. (2009). Issue editors' notes. *New Directions for Youth Development*, *123*, 1–9. http://doi.org/10.1002/yd.312

Brown, T. M., & Rodríguez, L. F. (2017). Collaborating with urban youth to address gaps in teacher education. *Teacher Education Quarterly, 44*(3), 75-92.

Butler, T. (2017). "We need a song": Sustaining critical youth organizing literacies through world humanities. *Equity & Excellence in Education, 50*(1), 84-95.

Cammarota, J. (2007). A social justice approach to achievement: Guiding Latina/o students toward educational attainment with a challenging, socially relevant curriculum. *Equity & Excellence in Education, 40*(1), 87-96.

Cammarota, J., & Fine, M. (2008). *Revolutionizing education: Youth participatory action research in motion*. New York, NY: Routledge.

Cammarota, J., & Romero, A. F. (2009). A social justice epistemology and pedagogy for Latina/o students: Transforming public education with participatory action research. *New Directions for Student Leadership, 123*, 53-65.

Cammarota, J., & Romero, A. (2011). Participatory action research for high school students: transforming policy, practice, and the personal with social justice education. *Educational Policy, 25*(3), 488-506. doi:10.1177/0895904810361722

Carspecken, P. F. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York, NY: Routledge.

Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford University Press.

Castanheira, M. L., Crawford, T., Dixon, C. N., & Green, J. L. (2000). Interactional ethnography: An approach to studying the social construction of literate practices. *Linguistics and education, 11*(4), 353-400.

Charmaz, K. (2014). *Constructing grounded theory*. Thousand Oakes, CA: Sage.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2012). New destinations, new trajectories? The educational progress of Hispanic youth in North Carolina. *Child Development, 83*(5), 1608–1622.

Collazo, T. (2009). *Experiencing Transnationalism: Engaging Young-Adult Students in Academic Literacy Practices* (unpublished doctoral dissertation). University of Michigan, Ann Arbor, Michigan. Retrieved from https://deepblue.lib.umich.edu/handle/2027.42/64811

Cole, M. (1988). Cross-cultural research in the sociohistorical tradition. *Human development, 31*(3), 137-157.

Comber, B., & Simpson, A. (Eds.). (2001). *Negotiating critical literacies in classrooms*. New York, NY: Routledge.

Corbin, J., & Strauss, A. (1990). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Córdova, T. (2004). Plugging the brain drain: Bringing our education back home. In J. Mora & D. R. Diaz (Eds.), *Latino social policy: A participatory research model* (pp. 25-53). New York, NY: The Haworth Press.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev., 43*, 1241.

Creswell, J. W. (2014). *Research design qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Danzak. R. L. (2015). The meaning of roots: how a migrant farmworker student developed a bilingual- bicultural identity through change. *Global Education Review, 2* (2), 24-42.

Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Westport, CT: Bergin & Garvey.

Darder, A., Baltodano, M., & Torres, R. D. (2017). Critical pedagogy: An introduction. In A. Darder, M. Baltodano, & R. D. Torres (Eds.), *The critical pedagogy reader* (pp. 1-23). New York, NY: Routledge.

Dault, K. (2014). What is liberation theology? *U.S. Catholic*, *79*(10), 46. Retrieved from https://www.uscatholic.org/articles/201410/what-liberation-theology-29433

de los Ríos, C. V., López, J., & Morrell, E. (2015). Toward a critical pedagogy of race: Ethnic Studies and literacies of power in high school classrooms. *Race and Social Problems, 7*(1), 84–96.

Delcambre, I., & Donahue, C. (2012). Academic writing activity: Student writing in transition. In M. Castelló & C. Donahue, *University writing: Selves and texts in academic societies* (pp. 129-149). London: Emerald Group.

Delgado Bernal, D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry, 8*(1), 105-126.

Díez-Palomar, J., Olivé, J.C. (2015). Using dialogic talk to teach mathematics: The case of interactive groups. *ZDM Mathematics Education, 47*, 1299–1312

Duncan-Andrade, J., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York, NY: Peter Lang.

Dutro, E. (2011). Writing wounded: Trauma, testimony, and critical witness in literacy classrooms. *English Education, 43*(2), 193-211.

Ek, L. D. (2008). Language and literacy in the Pentecostal church and the public high school: A case study of a Mexican ESL student. *The High School Journal, 92*(2), 1-13.

Ellis, R. A., Taylor, C. E., & Drury, H. (2006). University student conceptions of learning science through writing. *Australian Journal of Education, 50*(1), 6-28.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes.* Chicago, IL: University of Chicago Press.

Enright, K. A., & Gilliland, B. (2011). Multilingual writing in an age of accountability: From policy to practice in U.S. high school classrooms. *Journal of Second Language Writing, 20*, 182–195. doi: 10.1016/j.jslw.2011.05.006

Falcón-Huertas, M. (2006) *Teachers' literacy beliefs and their students' conceptions about reading and writing* (unpublished doctoral dissertation). University of South Florida, Tampa.

Flint, P., Dollar, T., & Stewart, M. A. (2018). Hurdling over language barriers: Building relationships with adolescent newcomers through literacy advancement. *Journal of Adolescent & Adult Literacy, 62*(5), 509–519. doi.org/10.1002/jaal.927.

Fránquiz, M. E., & Salinas, C. (2013). Knowing English is not enough! Cultivating academic literacies among high school newcomers. *The High School Journal, 96*(4), 339-357.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research, 74*(1), 59-109.

Freebody, P., Muspratt, S., & Luke, A. (Eds.). (1995). *Constructing critical literacies.* Cresskill, NJ: Hampton Press

Freire, P. (1970/2018). *Pedagogy of the oppressed.* New York, NY: The Continuum International.

Freire, P. (1982). Creating alternative research methods: Learning to do it by doing it. In B. L. Hall, A. Gillette, & R. Tandon (Eds.), *Creating knowledge: A monopoly* (pp. 29-37). New Delhi, India: Society for Participatory Research in Asia.

Freire, P. (1994/2004). *Pedagogy of hope: Reliving Pedagogy of the oppressed.* (Translated by Robert R. Barr). New York, NY: Continuum.

Freire, P., & Macedo, D. (1987). *Reading the word and the world.* Westport, CT: Bergin & Garvey.

García, A., Mirra, N., Morrell, E., Martínez, A., & Scorza, D. A. (2015). The council of youth research: Critical literacy and civic agency in the digital age. *Reading & Writing Quarterly, 31*(2), 151-167.

García, O., Kleifgen, J. A., & Falchi, L. (2008). *From English language learners to emergent bilinguals*. Equity Matters: Research Review No. 1. New York, NY: Teachers College.

García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. London, UK: Palgrave Macmillan.

Gaventa, J. (1993). The powerful, the powerless, and the experts: Knowledge struggles in an information age. In P. Park, M. Brydon-Miller, B. Hall, & T. Jackson (Eds.), *Voices of change* (pp. 21-40). Westport, CT: Greenwood Publishing.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press

Gee, J. P. (2015). *Social linguistics and literacies* (5th ed.). New York, NY: Routledge.

Gilliland, B. (2015). Reading, writing, and learning English in an American high school classroom. *Reading in a Foreign Language*, *27*(2), 272-293.

Giroux, H. A. (1983). *Theory and resistance in education: A pedagogy for the opposition*. Westport, CT: Bergin & Garvey.

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Chicago, IL: Aldine Transaction.

Glass, R. D. (2001). On Paulo Freire's philosophy of praxis and the foundations of liberation education. *Educational Researcher*, *30*(2), 15-25.

Gonzalez, N., Moll, L., & Amanti, C. (2005). *Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Erlbaum

González, R. (2018). "Students with big dreams that just need a little push": Self-empowerment, activism, and institutional change through PAR entremundos. In J. Ayala Cammarota, J., M. Berta-Ávila, M. Rivera, L. Rodríguez, & M. E. Torre (Eds.), *PAR Entremundos: A pedagogy of the Américas* (pp. 169-200). New York, NY: Peter Lang

Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *International Journal of Lifelong Education, 22*(4), 396-406.

Gunz, J. (1996). Jacob L. Moreno and the origins of action research. *Educational Action Research, 4*(1), 145–148.

Gulla, A. N. (2015). Nobody knows the stories of others: High school English Language Learners find their poetic voices by responding to works of art. *TESOL Journal, 6*(4), 612-620.

Halliday, M., & R. Hasan (1976). *Cohesion in English*. Longman.

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society, 11*(1), 49-76.

Horkheimer, M. (1968/2002). Critical theory: Selected essays. New York, NY: The Continuum.

Hobbs, R., He, H., & Robbgrieco, M. (2015). Seeing, believing, and learning to be skeptical: Supporting language learning through advertising analysis activities. *TESOL Journal, 6*(3), 447-475.

Internationals Network (2018) *Internationals' Approach.* Retrieved on October 12th, 2018, from http://internationalsnps.org/about-us/internationals-approach/

Irizarry, J. (2008). *Shifting roles and discourses: Exploring the literacy practices of urban youth engaged in participatory action research*. Paper presented at the annual meeting of the National Council of Teachers of English, San Antonio, TX.

Ivanic, R. (1994). I is for interpersonal: Discourse construction of writer identities and the teaching of writing. *Linguistics in Education, 6*, 3-15.

Jacobs, D. (2003). Introduction. In M. Horton & D. Jacobs (Ed.), *The Myles Horton reader* (pp. xi-xxvii). Knoxville, TN: University of Tennessee Press.

Jaffee, A. T. (2016). Community, voice, and inquiry: Teaching global history for English language learners. *Social Studies, 107*(3), 1–13.

Jaffe-Walter, R., & Lee, S. J. (2011). "To trust in my root and to take that to go forward": Supporting college access for immigrant youth in the global city. *Anthropology & Education Quarterly, 42*(3), 281-296.

Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. *Educational Review, 52*(2), 175-186.

Janks, H. (2013). Critical literacy in teaching and research1. *Education Inquiry, 4*(2), 225-242.

Jocson, K. M. (2012). Youth media as narrative assemblage: Examining new literacies at an urban high school. *Pedagogies: An International Journal, 7*(4), 298-316.

Johnson, E., & Vasudevan, L. (2012). Seeing and hearing students' lived and embodied critical literacy practices. *Theory into Practice, 51*(1), 34-41.

Kemmis, S., & McTaggart, R. (2008). Participatory action research: Communicative action and the public sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (3rd ed., pp. 271–330). Beverly Hills, CA: Sage.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. New York, NY: Springer Science & Business Media.

Kibler, A. K. (2019). *Longitudinal interactional histories: Bilingual and biliterate journeys of Mexican immigrant-origin youth*. Palgrave MacMillan.

King, J. M. (2013). *Expanding literacies with students: Youth Participatory Action Research (YPAR) in a school-based setting* (unpublished doctoral dissertation). University of Rochester, Rochester, NY. Retrieved from http://hdl.handle.net/1802/27209

Kirylo, J. D., & Boyd, D. (2017). *Paulo Freire: His faith, spirituality, and theology*. Rotterdam, The Netherlands: Sense Publishers.

Kornbluh, M., Ozer, E. J., Allen, C. D., & Kirshner, B. (2015). Youth participatory action research as an approach to sociopolitical development and the new academic standards: Considerations for educators. *Urban Review, 47*(5), 868-892.

Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse. The modes and media of contemporary communication.* London, UK: Bloomsbury Academic

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, *32*(3), 465-491. https://doi.org/10.2307/1163320

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.K.A. the remix. *Harvard Educational Review, 84*(1), 74–84. doi:10.17763/haer.84.1.p2rj131485484751

LaDuke, A. (2010). *Looking in and speaking out: An investigation of the literacies and identities of Latina youth researchers* (unpublished doctoral dissertation). University of Connecticut. Retrieved from https://search.proquest.com/openview/cc7644076efe300237cc8498f0a0267f/

Lankshear, C., & McLaren, P. L. (Eds.) (1993) *Critical literacy: Politics, praxis, and the postmodern*. Albany, NY: State University of New York Press.

Lantolf, J. P. (2005). Sociocultural and second language learning research: An exegesis. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 359-378). New York, NY: Routledge.

Lauer, C. (2009). Contending with terms: "Multimodal" and "multimedia" in the academic and public spheres. *Computers and composition, 26*(4), 225-239.

Lave, J. (1988). *Cognition in practice: Mind, mathematics, and culture in everyday life*. Cambridge, UK: Cambridge University Press.

Leont'ev, A. N. (1978). *Activity, consciousness, and personality.* Englewood Cliffs, NJ: Prentice-Hall.

Leont'ev, A. N. (1981). *Problems of the development of the mind*. Moscow, Russia: Progress.

Lesley, M. (2008) Access and resistance to dominant forms of discourse: Critical literacy and "at risk" high school students. *Literacy Research and Instruction, 47*(3), 174-194. Doi: 10.1080/19388070802062716

Lesser, G., & Batalova, J. (2017). *Central American immigrants in the United States*. Washington, D.C.: Migration Policy Institute. Retrieved from https://www.migrationpolicy.org/article/central-american-immigrants-united-states-4

Levine, D. H. (1988). Assessing the impacts of liberation theology in Latin America. *The Review of Politics, 50*(2), 241-263.

Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues, 2*(4), 34–46. http://doi.org/10.1111/j.1540-4560.1946.tb02295.x

Lewison, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts, 79*(5), 382-392.

Light, G. (2002). From the personal to the public: Conceptions of creative writing in higher education. *Higher Education, 43*(2), 257-276.

Linares, R. E. (2017). *Being seen and heard: Exploring the classroom participation and literacy practices of three Guatemalan students in their first year of US schooling* (unpublished doctoral dissertation). University of Illinois at Urbana-Champaign, Urbana, Illinois.

Linares, R. E. (2019). Meaningful writing opportunities: Write-alouds and dialogue journaling with newcomer and English learner high schoolers. *Journal of Adolescent & Adult Literacy, 62*(5), 521-530.

Luke, A. (2004). Two takes on the critical. In B. Norton & K. Toohey (Eds.), *Critical literacy, schooling, and social justice* (pp. 234-242). New York, NY: Cambridge University Press.

Luke, A. (2012). Critical literacy: Foundational notes. *Theory into Practice*, *51*(1), 4-11.

Luria, A. R. (1976). *Cognitive Development: Its cultural and social foundations.* Cambridge, MA: Harvard University Press

Madison, D. S. (2005). *Critical ethnography: Methods, ethics, and performance*. Thousand Oaks, CA: Sage Publications.

Marrow, H. (2011). *New destination dreaming: Immigration, race, and legal status in the rural American South*. Stanford, CA: Stanford University Press.

Marrow, H. B. (2017). *On the line: Latino life in new immigrant destinations after 2005*. *Contemporary Sociology 46*(3), 265-273. doi:10.1177/0094306117705870

Martin-Beltrán, M., García, A. A., & Montoya-Ávila, A. (forthcoming). Becoming advocates: Positioning immigrant youth to share, connect, and apply their stories as tools for social change. *TESOL Journal*.

Martin-Beltrán, M., Montoya-Ávila, A., García, A. A., & Canales, N. (2018). Do you want to tell your own narrative?": How one teacher and her students engage in resistance by leveraging community cultural wealth. *Association of Mexican American Educators Journal, 12*(3), 97-121.

Marton, F., & Säljö, R. (1976). On qualitative differences in learning: Outcome and process. *British journal of Educational Psychology, 46*(1), 4-11.

Marton, F., & Säljö, R. (1997). Approaches to learning. In F. Marton, D. Hounsell, & N. Entwistle (Eds.), *The experience of learning* (pp. 39-58). Edinburgh, Scotland: Scottish Academic Press.

Mateos, M., & Solé, I. (2012). Undergraduate students' conceptions and beliefs about academic writing. In M. Castelló, & C. Donahue (Eds.), *University writing: selves and texts in academic societies* (pp. 53–67). Bingley, UK: Emerald.

Maxwell, J. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

McCloud, J. (2015). "Just like me": How immigrant students experience a US high school. *The High School Journal, 98*(3), 262-282.

McLaren, P. (1994). Critical pedagogy, political agency, and the pragmatics of justice: The case of Lyotard. *Educational Theory*, *44*(3), 319-340.

McLaren, P. (2015). *Life in schools: An introduction to critical pedagogy in the foundations of education* (6th ed.). Boulder, CO: Paradigm.

Mejía, M. R. (2011). *Educaciones y pedagogías críticas desde el sur*. La Paz, Bolivia: Viceministerio de Educación Alternativa y Especial.

Méndez, G. (2006). Using students' cultural heritage to improve academic achievement in writing. *Multicultural Perspectives, 8*(4), 29–38.

Mercer, N. (2003). The educational value of dialogic talk in whole class dialogue. In *New perspectives on spoken English in the classroom: Discussion papers* (pp. 73-76). London, UK: Qualifications and Curriculum Authority.

Mercer, N. (2004) Sociocultural discourse analysis: Analysing classroom talk as a social mode of thinking. *Journal of Applied Linguistics, 1*(2), 137-168.

Mercer, N. (2008). Talk and the development of reasoning and understanding. *Human Development, 51*(1), 90-100.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Migration Policy Institute (2019) Largest U.S. immigrant groups over time, 1960-present. Retrieved from https://www.migrationpolicy.org/programs/data-hub/charts/largest-immigrant-groups-over-time

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

Mirra, N., García, A., & Morrell, E. (2016). *Doing youth participatory action research: Transforming inquiry with researchers, educators, and students*. New York, NY: Routledge.

Moje, E. B. (2000). "To be part of the story": The literacy practices of gangsta adolescents. *Teachers College Record, 102*(3), 651-690.

Moll, L. C. (2014). *L.S. Vygotsky and education*. New York, NY: Routledge.

Moll, L., Armanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, 31*, 132-141.

Morgan, W., & Wyatt-Smith, C. M. (2000). Im/proper accountability: Towards a theory of critical literacy and assessment. *Assessment in Education: Principles, Policy & Practice, 7*(1), 123-142.

Morrell, E. (2003). *Writing the word and the world: Critical literacy as critical textual production.* Paper presented at the Annual Meeting of the Conference on College Composition and Communication, New York, NY.

Morrell, E. (2004). *Becoming critical researchers: Literacy and empowerment for urban youth*. New York, NY: Peter Lang.

Morrell, E. (2006). Youth-initiated research as a tool for advocacy and change in urban schools. In S. A. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Beyond resistance: Youth activism and community change: New democratic possibilities for practice and policy for America's youth* (pp. 111-128). New York, NY: Routledge.

Morrell, E. (2007). Urban students as critical ethnographers: Critical textual production through community-based research. *Counterpoints, 306,* 267-279.

Morrell, E. (2008a). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. New York, NY: Routledge.

Morrell, E. (2008b). Six summers of YPAR: Learning, action, and change in urban education. In J. Cammarota & M. Fine (Eds*.), Revolutionizing education: Youth participatory action research in motion*. New York, NY: Routledge.

Myhill, D., Newman, R., & Watson, A. (2020). Going meta: Dialogic talk in the writing classroom. *Australian Journal of Language & Literacy*, *43*(1), 5–16.

National Center for Education Statistics. (2017). *Education demographic and geographic estimates*. Washington, D.C.: Institute of Education Sciences, U.S. Department of Education. Retrieved from https://nces.ed.gov/Programs/Edge/ACSDashboard

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Author.

National Immigration Forum (2019). Push or pull factors: What drives Central American migrants to the U.S.? Retrieved from https://immigrationforum.org/article/push-or-pull-factors-what-drives-central-american-migrants-to-the-u-s/

Noblit, G. W. (2004). Reinscribing critique in educational ethnography: Critical and postcritical ethnography. In K. de Marrais & S. D Lapan, *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 181-201). Mahwah, NJ: Lawrence Erlbaum.

Noonan, J. S. (2009). "*If you don't read, it is like you don't exist": The transformative power of critical literacy at an alternative charter high school* (unpublished doctoral dissertation).

Loyola Marymount University, Los Angeles. Retrieved from
http://gradworks.umo.com/3490400.pdf

O'Connor, A., Batalova, J., & Bolter, J. (2019). *Central American Immigrants in the United States*. Washington, D.C.: Migration Policy Institute. Retrieved from
https://www.migrationpolicy.org/article/central-american-immigrants-united-states

Olson, C. B., Scarcella, R. C., & Matuchniak, T. (2015). *Helping English learners to write: Meeting common core standards, grades 6-12*. New York, NY: Teachers College Press.

Ortega, L. (2012). Epilogue: Exploring L2 writing–SLA interfaces. *Journal of Second Language Writing*, *21*(4), 404-415.

Ortmeier-Hooper, C. M. (2007). *Beyond "English language learner": Second language writers, academic literacy, and issues of identity in the United States high school* (unpublished doctoral dissertation). University of New Hampshire, Durham, NH. Retrieved from
https://scholars.unh.edu/dissertation/401/

Ozer, E. J. (2016). Youth-led participatory action research. In L. Jason & D. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 263–272). New York, NY: Oxford University Press.
doi:10.1093/med:psych/9780190243654.001.0001

Ozer, E. J., & Wright, D. (2012). Beyond school spirit: The effects of youth-led participatory action research in two urban high schools. *Journal of Research on Adolescence, 22*(2), 267-283.

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York, NY: Teachers College Press.

Park, P. (1993). What is participatory research? A theoretical and methodological perspective. In P. Park, M. Brydon-Miller, B. Hall, & T. Jackson (Eds.), *Voices of change: Participatory research in the United States and Canada* (pp. 1-2). Toronto, Canada: The Ontario Institute for Studies in Education.

Park, C. L., & Blumberg, C. J. (2002). Disclosing trauma through writing: Testing the meaning-making hypothesis. *Cognitive Therapy and Research, 26*(5), 597-616.

Parnafes, O., & diSessa, A. A. (2013). Microgenetic learning analysis: A methodology for studying knowledge in transition. *Human Development, 56*(1), 5-37.

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

Payne, Y. A., & Brown, T. M. (2017). "It's set up for failure… and they know this!": How the school-to-prison pipeline impacts the educational experiences of street identified black youth and young adults. *Villanova Law Review, 62*(2), 307-325.

Perreira, K. M., & Ornelas, I. (2013). Painful passages: Traumatic experiences and post-traumatic stress among US immigrant Latino adolescents and their primary caregivers. *International Migration Review*, *47*(4), 976-1005.

Portes, A., & Rumbaut, R. G. (2001). *Legacies: The story of the immigrant second generation*. New York, NY: Russell Sage Foundation.

Portes, A., & Rumbaut, R. G. (2006). *Immigrant America: A portrait* (3rd ed.). Los Angeles, CA: University of California Press.

Prior, P. (2006). A sociocultural theory of writing. In C. A. MacArthur, S. Graham, J. Fitzgerald, *Handbook of writing research* (pp. 54-66). New York, NY: The Guilford Press.

Radford, J. (2019). *Key findings about U.S. immigrants*. Retrieved from https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/

Repak, T. A. (1995). Waiting on Washington: Central American workers in the nation's capital. Philadelphia, PA: Temple University Press.

Rodríguez, L. F., & Brown, T. M. (2009). From voice to agency: Guiding principles for participatory action research with youth. *New Directions for Youth Development*, *123*, 19–34.

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York, NY: Oxford University Press.

Rogoff, B. (1998). Cognition as collaborative process. In W. Damon (Ed.), *Handbook of child psychology: Cognition, perception, and language* (Vol. 2, pp. 679–744). Hoboken, NJ: John Wiley & Sons.

Rogoff, B. (2003). *The cultural nature of human development*. New York, NY: Oxford University Press.

Rogoff, B., & Lave, J. (1999). *Everyday cognition: Its development in social context*. Cambridge, MA: Harvard University Press.

Romero, A., Cammarota, J., Domínguez, K, Valdez, L, Ramírez, G. and L. Hernández. (2008). "The opportunity if not the right to see": The Social Justice Education Project. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 131-151). New York, NY: Routledge.

Rosenblum, M. R., & Ball, I. (2016). *Trends in unaccompanied child and family migration from Central America*. Washington, DC: Migration Policy Institute.

Rubinstein-Ávila, E. (2007). From the Dominican Republic to Drew High: What counts as literacy for Yanira Lara? *Reading Research Quarterly, 42*(4), 568-589.

Ruiz-de-Velasco, J., & Fix, M. (2000). *Overlooked & underserved: Immigrant students in U.S. secondary schools*. Washington, DC: The Urban Institute.

Salazar, M.C., & Fránquiz, M. E. (2008). The transformation of Ms. Corazón: Creating humanizing spaces for Mexican immigrant students in secondary ESL classrooms. *Multicultural Perspectives, 10*(4), 185-191.doi: 10.1080/15328608002526073

Säljö, R. (1979) *Learning in the learner's perspective. Some common-sense conceptions*. Stockholm, Sweden: Gothenburg University & The Swedish Council for Research in the Humanities and Social Sciences.

Scardamalia, M., & Bereiter, C. (1987). Knowledge telling and knowledge transforming in written composition. *Advances in Applied Psycholinguistics*, *2*, 142-175.

The International Research Foundation
for English Language Education

Schraw, G. (2000). Readers' beliefs and meaning construction in narrative text. *Journal of Educational Psychology, 92*, 96–106.

Schraw, G., & Bruning, R. (1996). Readers' implicit models of reading. *Reading Research Quarterly, 31*, 290–305.

Schultz, K., & Fecho, B. (2000). Society's child: Social context and writing development. *Educational Psychologist*, *35*(1), 51-62.

Scollon, R., & Scollon, S. W. (1981) *Narrative, literacy, and face in interethnic communication*. Norwood, NJ: Ablex.

Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.

Sepúlveda, E. (2011). Toward a pedagogy of acompañamiento: Mexican migrant youth writing from the underside of modernity. *Harvard Educational Review, 81*(3), 550–572.

Shor, I. (1992). *Culture wars: School and society in the conservative restoration*. Chicago, IL: University of Chicago Press.

Shor, I., & Pari, C. (1999). *Critical literacy in action: Writing words, changing world: A tribute to the teachings of Paulo Freire*. Portsmouth, NH: Boynton/Cook.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics.

Skerrett, A. (2012). Languages and literacies in translocation: Experiences and perspectives of a transnational youth. *Journal of Literacy Research, 44*(4), 364-395.

Skerrett, A., & Bomer, R. (2013). Recruiting languages and lifeworlds for border-crossing compositions. *Research in the Teaching of English*, *47*(3), 313-337.

Stewart, M. A. (2014). Social networking, workplace, and entertainment literacies: The out-of-school literate lives of newcomer Latina/o adolescents. *Literacy Research and Instruction, 53*, 347-371.

Stewart, M. A., & Hansen-Thomas, H. (2016). Sanctioning a space for translanguaging in the secondary English classroom: A case of a transnational youth. *Research in the Teaching of English, 50*(4), 450-472.

Straubhaar, R. (2013). Student use of aspirational and linguistic social capital in an urban immigrant-centered English immersion high school. *High School Journal, 97*(2), 92-106

Street, B. V. (1984). *Literacy in theory and practice*. Cambridge, England: Cambridge University Press.

Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education, 5*(2), 77-91.

Suárez-Orozco, C., Todorova, I. L., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process*, *41*(4), 625-643.

Swain, M., & Watanabe, Y. (2013). Languaging: Collaborative dialogue as a source of second language learning. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 3218–3225). Hoboken, NJ: Wiley-Blackwell. doi: 10.1002/9781405198431.wbeal0664

Tate, S. (2011). Equity and access through literacy development and instruction: The use of critical text to transform student writing and identity within a research seminar. *English Teaching: Practice and Critique, 10*(1), 199-208.

Terrazas, A. (2011). *Immigrants in new destination states.* Retrieved from the Migration Policy Institute website: http://www.migrationinformation.org/usfocus/display.cfm?ID=826

Torres, C. A. (1992). Participatory action research and popular education in Latin America. *Qualitative Studies in Education, 5*(1), 51-62.

Torres, C. A. (1995). Participatory action research and popular education in Latin America. In P. L. McLaren & J. M. Giarelli, C*ritical theory and educational research*. Albany, NY: State University of New York Press.

Tuyay, S., Jennings, L., & Dixon, C. (1995). Classroom discourse and opportunities to learn: An ethnographic study of knowledge construction in a bilingual third grade classroom. *Discourse Processes, 19*(1), 75-110.

Udas, K. (1998). Participatory action research as critical pedagogy. *Systemic Practice and Action Research*, *11*(6), 599-628.

van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. *Educational Psychology Review, 22*(3), 271-296.

Van Sluys, K., Lewison, M., & Flint, A. S. (2006). Researching critical literacy: A critical study of analysis of classroom discourse. *Journal of Literacy Research, 38*(2), 197-233.

Vásquez, M. A., Seales, C. E., & Marquardt, M. F. (2008). New Latino destinations. In H. Rodríguez, R. Saenz, & C. Menjivar (Eds.) *Latinas/os in the United States: Changing the face of América* (pp. 19-35). Boston, MA: Springer.

Villalón, R., & Mateos, M. (2009). Concepciones del alumnado de secundaria y universidad sobre la escritura académica. *Infancia y Aprendizaje*, *32*(2), 219-232.

Villalón, R., Mateos, M., & Cuevas, I. (2015). High school boys' and girls' writing conceptions and writing self-efficacy beliefs: what is their role in writing performance? *Educational Psychology, 35*(6), 653-674.

Villalva, K. E. (2006). Hidden literacies and inquiry approaches of bilingual high school writers. *Written Communication, 23*(1), 91-129. doi: 10.1177/0741088305283929

Villenas, S., & Foley, D. E. (2011). Chicano/Latino critical ethnography of education: Cultural productions from la frontera. In R. R. Valencia *Chicano school failure and success: Past, present, and future* (3rd ed.) (pp. 195-226). New York, NY: Routledge.

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Wald, B. (1987). The development of writing skills among Hispanic high school students. In S. Goldman, & H. Trueba, (Eds.) *Becoming literate in English as a second language* (pp. 155-185). Norwood, NJ: Ablex.

Wallowitz, L. (2007). Disrupting the gaze that condemns: Applying a critical literacy perspective to Toni Morrison's the Bluest Eye. *New England Reading Association Journal, 43*(2), 36-42.

Walmsley, S. A. (1981). On the purpose and content of secondary reading programs: An educational ideological perspective. *Curriculum Inquiry, 11*(1), 73-93.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge,MA: Harvard University Press.

Wertsch, J. (2007). Mediation. In H. Daniels, M. Cole, J. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp. 178–192). New York, NY: Cambridge.

White, M. J., & Bruning, R. (2005). Implicit writing beliefs and their relation to writing quality. *Contemporary Educational Psychology, 30*, 166–189.

Wigglesworth, G., & Storch, N. (2012). What role for collaboration in writing and writing feedback? *Journal of Second Language Writing*, *21*(4), 364-374.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, *17*(2), 89-100.