



### **Title of Project**

Latinx Bilingual Teacher Candidates' Negotiation of  
Language Ideological Orientations: A Critical Ethnography

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### **TIRF Research Topics Investigated**

Language Policy and Planning & Plurilingualism in Educational Contexts

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### **Project Summary**

For Latinx (Spanish-English) bilingual learners (LBLs) within the U.S. schooling system, cultivating their heritage language (Spanish) and engaging in bilingual practices (e.g., Spanglish) becomes challenging in the face of policies that uphold English monolingualism and ideologies that frame their language practices as lacking. Within U.S. schools, LBLs are oftentimes positioned as speakers of deviant approximations of 'standard English' (Rosa, 2016) and as speakers of broken/uneducated Spanish (Ek et al., 2013) regardless of their language proficiency. These deficit framings remind us of the impending danger of assessing LBLs' language skills based on racial logics (raciolinguistic ideologies) rather than communicative outcomes (Rosa & Flores, 2017). As has also been documented, combating these pervasive language ideologies requires that we do critical work as early as possible – starting from the teacher preparation classroom (Bartolomé, 2004). Against this backdrop, the present critical ethnography centers on 17 Latinx Spanish-English bilingual teacher candidates (LBTCs)' experiences with language ideologies to answer the following question: How do circulating language ideologies inform LBTCs' construal and uptake of their own and others' linguistic repertoires and language practices? Preliminary findings suggest that these LBTCs bring with them and continue to hold problematic notions of bilingualism, which result from the multiple identity positions they negotiate within and beyond the classroom: 'pocha', 'fresa', 'creida', 'gringa', simultaneous bilingual, standard language speaker, etc. Findings have the potential to inform bilingual teacher education, especially regarding the endorsement of language policies and practices that encourage LBTCs' multilingual identities and their dispositions to cultivate their own and their students' multilingualism.