

Title of Project

Latina/o Bilingual Teacher Candidates'
Negotiation of Raciolinguistic Ideologies

Researcher

Cristhian Fallas Escobar
University of Texas at San Antonio
prongsquib@gmail.com



Cristhian Fallas Escobar

Research Supervisors

Dr. Lucila D. Ek
University of Texas at San Antonio

Dr. Kathryn Henderson
University of Texas at San Antonio

TIRF Research Topics Investigated

Language Policy and Planning & Plurilingualism in Educational Contexts

Final Report

Motivation for the Research

Bilingualism and bilingual education have historically been highly contentious in the United States. Particularly for Latinx bilinguals, cultivating their heritage language has been an ongoing challenge in the face of language policies that uphold English monolingualism and language ideologies that frame their language practices in deficit-oriented ways (Rosa & Flores, 2017). Institutionally, Latinx bilinguals in the United States are frequently framed as speakers of deviant approximations of 'standardized English' (Flores, 2019) and as speakers of broken Spanish (Ek et al., 2013). What is more, Latinx's bilingual skills are construed as deficient regardless of their actual language proficiency; thereby revealing the practice of evaluating their proficiency based on racial logics or what Rosa and Flores (2017) call raciolinguistic ideologies. These raciolinguistic ideologies oftentimes become institutionalized and transformed into a ubiquitous, pervasive lens through which Latinx bilinguals' language practices become supervised, evaluated, and managed within and beyond schools (Rosa, 2019).

Aware of the deleterious effects of language ideologies, scholars have examined Latinx bilingual teachers' grappling with language ideologies (e.g., Martínez et al., 2015; Palmer et al., 2014). They have also scrutinized the effects these ideological orientations may have for Latinx bilingual students in U.S. public schools (e.g., Allard et al., 2014; Morren, 2012). Seeking to address institutionalized ideologies from another entry point, other scholars have pointed to bilingual teacher preparation programs as critical political spaces. For instance, scholars have explored the ways their lived experiences with language ideologies shapes Latinx teacher candidates' (TCs) language orientations (e.g., Banes et al., 2016; Nuñez & Espinoza, 2017) and their overall sense of self-efficacy regarding their language proficiency (e.g., Briceño et al., 2018; Szwed, & González-Carrido, 2019). These scholars agree that encouraging TCs to

interrogate the ideological orientations they hold is important because they frequently walk into their preparation programs without ever having questioned their own ideological orientations and how these may reproduce the very structures that marginalize them (Ek et al., 2013).

Research Questions

Motivated by this call to critically examine the ways language ideologies inform TCs' ideological orientations, I conducted a year-long critical ethnography on the lived experiences of 17 Latinx bilingual TCs completing a bilingual teacher education program at Metropolitan University (pseudonym); a public Hispanic-serving university located in the city of San Antonio. The institution offers a B.A. in bilingual education and, therefore, plays an important role in preparing the bilingual educators that will serve generations of emergent bilingual learners. My study was guided by the following research question: *How do Latinx bilingual TCs negotiate circulating raciolinguistic ideologies?*

To answer these questions, I employed three main theoretical concepts. To examine the oppressive power relations TCs navigate, I drew on Rosa and Flores's (2017) raciolinguistic ideologies perspective, which studies the conflation of racialized bodies with linguistic deficiency (i.e., the linking of forms of talk with social stereotypes or figures of personhood). To capture the crystallization of raciolinguistic ideologies in everyday life, I drew on Rymes' concept of metacommentary, which she defines as spontaneous, implicit or explicit, verbal or nonverbal comments that draw attention to linguistic and nonlinguistic features of speakers' communicative repertoires. I pushed the concept of metacommentary a bit further by making two changes. First, I added that these metacommentary are often addressed to racialized individuals. Second, I connected them to the broader context by specifying that these ideological comments not only signal linguistic difference but also index stereotypical images of speakers and reinscribe existing ideologies and/ethnoracial hierarchies. I termed this kind of ideological commentary *raciolinguistic metacommentary*. Finally, with an eye to TCs' resistance to raciolinguistic ideologies, I drew on Stroud and Kerfoot's (2020) conceptualization of linguistic citizenship (LC), which they define as "acts of language, [...] performed outside of the institutional *status quo*, that engage with voices on the margins to create conditions for transformative agency" (p. 10).

Research Methodology

I framed my study as a critical ethnography (Madison, 2020) because I entered the study with the assumption that unequal power relationships exist between Latinx bilinguals and white monolinguals. Also, I highlighted the role of ideologies in the perpetuation of existing inequalities and engaged in ideological critique while examining the dialectic relations between power structures (institutionalized raciolinguistic ideologies) and individuals' agency (participating TCs' resistance to these ideologies).

Specifically, during 2021 spring semester, I joined an undergraduate class offered to bilingual education TCs—Language Development in Bilinguals—in my capacity as doctoral researcher. During this time, I engaged in participant observation of their zoom class meetings (17 observations of 1.5-hour lessons), conducted 1.5-hours individual interviews (N=14), and collected a series of classroom artefacts. Artefacts consisted of 17 final reflection papers TCs wrote about their experiences as bilingual speakers, 17 language portraits TCs created about their linguistic repertoires, and 187 discussion posts TCs wrote in reaction to assigned class readings.

During the 2021 summer and fall semesters, I conducted follow-up interviews (n=9) and group member-checking sessions (n=2) with focal participants.

To analyze these data, I employed Saldaña's (2015) 2-cycle coding scheme, using NVivo 12. Open coding resulted in over 50 recurring topics, which I categorized via the constructs comprising my theoretical framework. These codes pointed to the *raciolinguistic metacommentary* that TCs were subject to across spaces. Having identified the *raciolinguistic metacommentary* TCs experienced, I conducted further analysis of discourse segments containing/surrounding accounts of such ideological comments, which I did by employing critical discourse analysis as proposed by Fairclough (2015).

Summary of Findings

My analysis demonstrated that TCs have encountered *raciolinguistic metacommentary* across social and institutional spaces. Within the home, they have encountered *raciolinguistic metacommentary* that outlaws English and Spanglish (“*Aquí se habla español!*”), circulates notions of standardized Spanish as proper and more legitimate than U.S. Spanish (“*No lo dices así!*”), and construes English and Spanglish as incompatible with Latinx authenticity (“*Ay, ahora te estás haciendo gringa?*”). Within educational institutions, they have been subject to *raciolinguistic metacommentary* that upholds native speakerism and frames it as evidence of academic readiness and success (“*Repeat after me!*”). Likewise, they have experienced *metacommentary* that frames Spanish is a foreign language and construes double monolingualism as an indispensable skill bilingual teacher candidate should be able to demonstrate (“*You're going for bilingual, and you don't know how to say this?*”).

At work, they have found *raciolinguistic metacommentary* that conflates racialized bodies with rigid notions of language and identity, reinforcing the idea that standard Spanish is superior to US Spanish (“*No se así. Se dice: 'aquí lo vamos a guardar'*”). These *metacommentary* TCs have encountered also advance the idea that Spanish and English should not be mixed or combined (“*Stupid gringa!*”) and that linguistic dexterity is an extraordinary feature of Latinxs. In social and public spaces, they have found *raciolinguistic metacommentary* that reinforces the notion that English is the language of the United States (“*Speak English, you're in America!*”) and that Latinxs are under the obligation of showing allegiance to the United States via English (“*She's a US resident, she needs to learn it [English].*”).

My analysis also demonstrated that *raciolinguistic metacommentary* not only indexes linguistic difference but also mobilizes indexical images of Latinx bilinguals while reinscribing existing hegemonic language ideologies and ethnoracial hierarchies. For instance, the *metacommentary* TCs reported experiencing reproduce problematic notions of language such as (1) Spanish as language to be confined to the home and excluded from U.S. institutions, (2) Spanglish as disease or bad habit to be avoided, and (3) English as the language of professionalism and success. *Raciolinguistic metacommentary* also advances marginalizing social stereotypes or *figures of personhood* such as (1) *pochas/os* and *gringas/os* or Latinxs who can't speak Spanish properly, (2) *fresas* or upper-middle class snobs who mix English and Spanish, and (3) academically unprepared and unintelligent English language learners/Spanish speakers. These notions of language and figures of personhood have shaped TCs' ethnolinguistic subjectivities, or how they embody language and who they can imagine themselves to be linguistically and ethnically. TCs report that exposure to these *metacommentary* has resulted in experiences of: (1) linguistic insecurity/shame, (2) gradual language shift and loss, and (3) hyper vigilance on their own and others' linguistic appropriateness and correctness.

Finally, despite the barrage of *raciolinguistic metacommentary* they have encountered, TCs have leveraged what they have learned from their teacher preparation program and from members of the Latinx community to challenge the sociolinguistic status quo. For instance, they have started to embrace their linguistic hybridity and to use language fluidly and dynamically across spaces. In addition, they have managed to formulate alternative notions of language such as (1) bilingualism as fingerprint, (2) bilingualism por y para la familia, and (3) bilingualism to help others. These alternative notions of language foreground the dynamic and fluid nature of their bilingualism, thereby challenging notions of Spanish as contained and Spanglish as disease. They also challenge neoliberal reasons for language learning by foregrounding the values of family, service, and collectivity. TCs have also managed to envision alternative subject positions such as (2) Tejano or linguistic and cultural hybrids, (2) empowered pochas Chicanas, and (3) fluid bilinguals. These alternative subject positions problematize the linguistic/ethnic boundaries that the stereotypes of *pocha/o*, *gringa/o*, *fresas*, and English language learner bring about.

Implications

These findings have implications for bilingual teacher education and research. First, instances of *raciolinguistic metacommentary* can be easily overlooked because they are usually provided jokingly, spontaneously, implicitly, and in passing. While these appear harmless, *raciolinguistic metacommentary* reinscribes notions of language and figures of personhood that create linguistic, ethnoracial, and identity borders. Participating TCs described their own and others' language practices in ways that revealed their holding notions of Spanish as language to be confined, Spanglish as disease, and English as professionalism/success. These are problematic notions of language that—if left unaddressed in teacher education programs—TCs may carry over to their classrooms once they start serving as bilingual teachers. Furthermore, TCs reported shaping their language practices in particular ways (e.g., by avoiding Spanish, avoiding using English and Spanish fluidly, and prioritizing English)—both in the past and presently—to escape being framed as *pochas/os*, *gringas/os*, *fresas/nacos*, and English language learners/Spanish speakers. It is clear that these figures of personhood have influenced who TCs can be and imagine themselves to be linguistically and ethnically, and therefore, can shape their own future pedagogical choices and ideological stances to how Latinx emergent bilingual learners embody their own linguistic repertoires. This finding suggests that more attention should be given to the 'innocent' *raciolinguistic metacommentary* that TCs encounter in their everyday lives.

Second, I also documented the subtle and overt ways that TCs challenged *raciolinguistic* ideologies. All throughout TCs' accounts, it was clear that despite recurring experiences of linguistic oppression, they are able to articulate nurturing notions of language, which can be leveraged within teacher education program, to interrogate concepts such as balanced bilingualism, sequential bilingualism, (non)native speaker, and social/academic language that still exist in the literature and are frequently used in U.S. institutions to classify racialized bilinguals. The same critical work should be done with TC's alternative subject positions of *Tejanos/as*, *Chicanos/as*, and fluid bilinguals. TC educators can encourage Latinx TCs to critically juxtapose them to circulating figures of personhood that oppress them. Yet, in hindsight, I was able to examine TC's resistance because I drew on the concept of linguistic citizenship. Otherwise, it would have been easy to lose sight of TCs' countering efforts. Research that does not center and magnify these agentic stances may miss a rich opportunity to build upon such base and draw on it toward envisioning collective agency. Part of dismantling larger structures of inequity implies learning from how marginalized individuals learn to thrive within and despite them and how they resist them in their everyday life.

Third, TCs' encounters with *raciolinguistic metacommentary* have taken an emotional toll. In this study, I do a survey of the damages that TCs experienced as a result of repeated exposure to *raciolinguistic metacommentary*. It is crucial that TCs' experiences of linguistic insecurity and shame, language shift/loss, and hypervigilance on linguistic correctness and propriety be explicitly addressed within the bilingual teacher education programs. As was evident in their accounts, language shift/loss and being in constant hypervigilance for linguistic correctness bring about anxiety, apprehension, and stress for TCs. These are emotions with which they mostly grapple alone while they are being prepared to become culturally and linguistically responsive bilingual educators. However, current bilingual teacher education models do not explicitly include work on the affective/emotion domain. Instead, current models emphasize criticality, ideological/political clarity, and critical consciousness. TCs are preparing to become effective bilingual teachers while still grappling with shame on their Spanish dialects and insecurity about their bilingual proficiency. An affective component to bilingual teacher education should consider that emotion is a critical aspect in the process of negotiating teacher identity, which is constructed via teachers' cognitive and emotional responses to the contexts they occupy/navigate and their embedded ideologies

References

- Achugar, M. (2008). Counter-hegemonic language practices and ideologies: Creating a new space and value for Spanish in Southwest Texas. *Spanish in Context*, 5(1), 1–19. <https://doi.org/10.1075/sic.5.1.02ach>
- Achugar, M., & Pessoa, S. (2009). Power and place: Language attitudes towards Spanish in a bilingual academic community in Southwest Texas. *Spanish in Context*, 6(2), 199–223. <https://doi.org/10.1075/sic.5.1.02ach>
- Adkins, A., & Gunzenhauser, M. G. (1999). Knowledge construction in critical ethnography. *The Journal of Educational Foundations*, 13(1), 61–76.
- Agha, A. (2004). Registers of Language. In A. Duranti (Ed.), *A companion to linguistic anthropology* (1st ed., pp. 23–45). Wiley. <https://doi.org/10.1002/9780470996522.ch2>
- Agha, A. (2005). Voice, footing, enregisterment. *Journal of Linguistic Anthropology*, 15(1), 38–59. <https://doi.org/10.1525/jlin.2005.15.1.38>
- Agha, A. (2007). Recombinant selves in mass mediated spacetime. *Language & Communication*, 27(3), 320–335. <https://doi.org/10.1016/j.langcom.2007.01.001>
- Agha, A. (2011). Large and small scale forms of personhood. *Language & Communication*, 31(3), 171–180. <https://doi.org/10.1016/j.langcom.2011.02.006>
- Ahearn, L. M. (2001). Language and agency. *Annual Review of Anthropology*, 30, 109–137. <https://doi.org/10.1146/annurev.anthro.30.1.109>
- Alfaro, C. (2018). The sociopolitical struggle and promise of bilingual teacher education: Past, present, and future. *Bilingual Research Journal*, 41(4), 413–427. <https://doi.org/10.1080/15235882.2018.1540367>
- Alfaro, C. (2019). Preparing critically conscious dual-language teachers: Recognizing and interrupting dominant ideologies. *Theory Into Practice: Re-Imagining Dual Language Education in the U.S*, 58(2), 194–203. <https://doi.org/10.4324/9780367853242-3>
- Alfaro, C., & Bartolomé, L. (2017). Preparing ideologically clear bilingual teachers: Honoring working-class non-standard language use in the bilingual education classroom. *Issues in Teacher Education*, 26(2), 11–34. <https://doi.org/10.4324/9781351204231-4>
- Alfaro, C., Cadiero-Kaplan, K., & Ochoa, A. (2018). Teacher education and latino emergent bilinguals: Knowledge, dispositions, and skills for critically conscious pedagogy. In E. De Jong, C. Faltis, P. Ramírez (Eds.), *Learning from emergent bilingual Latinx learners in K–12* (1st ed., pp. 15–39). Routledge. <https://doi.org/10.4324/9781315623238-2>
- Alim, H. S. (2018). Critical Language Awareness. In N. Hornberger & S. McKay (Eds.), *Sociolinguistics and Language Education* (pp. 205–231). Multilingual Matters.
- Alim, H. S., Rickford, J., & Ball, A. (2016). *Raciolinguistics: How language shapes our ideas about race*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190625696.001.0001>
- Alim, H. S., Reyes, A., & Kroskrity, P. V. (2020). The field of language and race: A linguistic anthropological approach to race, racism, and racialization. In H. S. Alim, A. Reyes, & P. V. Kroskrity (Eds.), *The Oxford handbook of language and race* (pp. xii–21). Oxford University Press.
- Alim, H. S., & Smitherman, G. (2012). *Articulate while Black: Barack Obama, language, and race in the U.S*. Oxford University Press.
- Alim, H. S., & Smitherman, G. (2020). Raciolinguistic exceptionalism: How racialized “compliments” reproduce white supremacy. In H. S. Alim, A. Reyes, & P. V. Kroskrity

- (Eds.), *The Oxford handbook of language and race* (pp. 471–496). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190845995.013.23>
- Allard, E., Mortimer, K., Gallo, S., Link, H., & Wortham, S. (2014). Immigrant Spanish as liability or asset? Generational diversity in language ideologies at school. *Journal of Language, Identity & Education*, 13(5), 335–353.
- Allen, S., Chapman, Y., Francis, K., & O'Connor, M. (2008). Examining the methods used for a critical ethnographic enquiry. *Contemporary Nurse*, 29(2), 227–237.
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.
- Anderson, G. L. (1989). Critical ethnography in education: Origins, current status, and new directions. *Review of Educational Research*, 59(3), 249–270. <https://doi.org/10.3102/00346543059003249>
- Anzaldúa, G. (1987). *Borderlands la frontera: The new Mestiza*. Aunt Lute Books.
- Aneja, G. (2016). (Non)native speakered: Rethinking (non)nativeness and teacher identity in TESOL teacher education. *TESOL Quarterly*, 50(3), 572–596. <https://doi.org/10.1002/tesq.315>
- Aparicio, F. R. (2017). (Re)constructing Latinidad: The challenge of Latina/o studies. In J. Flores & R. Rosaldo (Eds.), *A companion to Latina/o studies* (pp. 39–48). Blackwell Publishing Ltd. <https://doi.org/10.1002/9781405177603.ch4>
- Aparicio, F. R. (2019). *Negotiating Latinidad: IntraLatina/o lives in Chicago*. University of Illinois Press. <https://doi.org/10.5622/illinois/9780252042690.001.0001>
- Arnold, D. (2015). Critical theory. In J. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (pp. 293–303). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.63097-0>
- Artz, L. (2001). Critical ethnography for communication studies: Dialogue and social justice in service-learning. *Southern Communication Journal*, 66(3), 239–250. <https://doi.org/10.1080/10417940109373202>
- Auer, P. (2005). A postscript: Code-switching and social identity. *Journal of Pragmatics*, 37(3), 403–410. <https://doi.org/10.1016/j.pragma.2004.10.010>
- Austin, J. (1962). *How to do things with words*. Oxford University Press.
- Avendaño, F. (1979). The Spanish language in the Southwest: Past, present and future. In F. Avendaño, R. R. Bacalski-Martínez, D. Ballesteros, J. A. Burciaga, R. O. de la Garza, E. G. Chávez, S. A. Gonzales, M. H. Guerra, G. Lux, M. A. Ramos, R. Ramos, C. G. Velez, & M. E. Vigil (Eds.), *The Chicanos: As we see ourselves* (pp. 133-150). The University of Arizona Press.
- Baez, B. (2002). Learning to forget: Reflections on identity and language. *Journal of Latinos and Education*, 1(2), 123–132. https://doi.org/10.1207/S1532771XJLE0102_4
- Baker, C., & Jones, S. P. (1998). *Encyclopedia of bilingualism and bilingual education*. Multilingual Matters.
- Banes, L., Martínez, D., Athanases, S., & Wong, J. (2016). Self-reflexive inquiry into language use and beliefs: Toward more expansive language ideologies. *International Multilingual Research Journal*, 10(3), 168–187.
- Banks, J. (1998). The lives and values of researchers: Implications for educating citizens in a multicultural society. *Educational Researcher*, 27(7), 4–17. <https://doi.org/10.3102/0013189X027007004>
- Barrera, A. (2006). The “little schools” in Texas, 1897-1965: Educating Mexican American

- children. *American Educational History Journal*, 33(2), 35–45.
- Bartolomé, L. (2004). Critical pedagogy and teacher education: Radicalizing prospective teachers. *Teacher Education Quarterly*, 31(1), 97–122.
- Baum, B. (2015). Decolonizing critical theory. *Constellations*, 22(3), 420–434. <https://doi.org/10.1111/1467-8675.12169>
- Bauman, R. & Briggs, C. L. (2003). *Voices of modernity: Language ideologies and the politics of inequality*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511486647>
- Bazán-Figueras, P., & Figueras, S. J. (2014). The future of Spanglish- global or tribal? *Perspectives on Global Development and Technology*, 13, 261–266. <https://doi.org/10.1163/15691497-12341300>
- Bernal, J. J. (1995). Lecture notes for silver anniversary symposia. [UTSA Libraries Special Collections].
- Bhabha, H. (1994). *The location of culture*. Routledge.
- Blanton, K. (2004). *The strange career of bilingual education in Texas, 1836-1981*. Texas A & M University Press.
- Benesch, S. (2018). Emotions as agency: Feeling rules, emotion labor, and English language teachers' decision-making. *System*, 79, 60–69. <https://doi.org/10.4324/9781315736181>
- Benesch, S. (2020). Emotions and activism: English language teachers' emotion labor as responses to institutional power. *Critical Inquiry in Language Studies*, 17(1), 26–41. <https://doi.org/10.1080/15427587.2020.1716194>
- Blommaert, J. (1999). *Language ideological debates*. Mouton de Gruyter. <https://doi.org/10.1515/9783110808049>
- Blommaert, J. (2007). Sociolinguistics and discourse analysis: Orders of indexicality and polycentricity. *Journal of Multicultural Discourses*, 2(2), 115–130. <https://doi.org/10.2167/md089.0>
- Blommaert, J. (2009). Language, asylum, and the national order. *Current Anthropology*, 50(4), 415–441. <https://doi.org/10.1086/600131>
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511845307>
- Blommaert, J., & Backus, A. (2013) Superdiverse repertoires and the individual. In I. Saint-Georges & J. Weber (Eds.), *Multilingualism and multimodality: Current challenges for educational studies* (pp. 11-32). SensePublishers. https://doi.org/10.1007/978-94-6209-266-2_2
- Boas, F. (1911) *Handbook of American Indian languages*. Smithsonian Institution Press.
- Bourdieu, P. (1984). *Distinction: A social critique of the judgment of taste*. Harvard University Press.
- Boylorn, R. M., & Orbe, M. P. (Eds.). (2014). *Critical autoethnography: Intersecting cultural identities in everyday life*. Left Coast Press.
- Braden, S. (2019). Linguistic expertise, mockery, and appropriateness in the construction of identities: A case study from 9th grade physics. *Bilingual Research Journal*, 42(4), 432–454. <https://doi.org/10.1080/15235882.2019.1688202>
- Breda, K. L. (2013). Critical ethnography. In C. Beck (Ed.), *Routledge International Handbook of Qualitative Nursing Research* (pp. 230–241). Taylor and Francis.
- Briceño, A., Rodríguez-Mojica, C., & Muñoz-Muñoz, E. (2018). From English learner to

- Spanish learner: Raciolinguistic beliefs that influence heritage Spanish speaking teacher candidates. *Language and Education*, 32(3), 212–226.
<https://doi.org/10.1080/09500782.2018.1429464>
- Brochin Ceballos, C. (2012). Literacies at the border: transnationalism and the biliteracy practices of teachers across the US-Mexico border. *International Journal of Bilingual Education and Bilingualism*, 15(6), 687–703.
<https://doi.org/10.1080/13670050.2012.699948>
- Brooks, M. D. (2017). How and when did you learn your languages? Bilingual students' linguistic experiences and literacy instruction. *Journal of Adolescent & Adult Literacy*, 60(4), 383–393. <https://doi.org/10.1002/jaal.573>
- Browning, S. (2017). From our own gardens: Growing our own bilingual teachers in the Southwest. In E. Petchauer & L. Mawhinney (Eds.), *Teacher education across minority-serving institutions: Programs, policies, and social justice* (pp. 76-84). Rutgers University Press.
- Bucholtz, M. (2000). The politics of transcription. *Journal of Pragmatics*, 32(10), 1439–1465.
[https://doi.org/10.1016/S0378-2166\(99\)00094-6](https://doi.org/10.1016/S0378-2166(99)00094-6)
- Buchholz, R. (2017). Critical theory. In R. Buchholz (Ed.), *Restructuring capitalism: Materialism and spiritualism in business* (pp. 249–286). Routledge.
<https://doi.org/10.4324/9781315205830-9>
- Busch, B. (2012). The Linguistic repertoire revisited. *Applied Linguistics*, 33(5), 503–523.
<https://doi.org/10.1093/applin/ams056>
- Busch, B. (2015). Expanding the notion of the linguistic repertoire: On the concept of *Spracherleben* —The lived experience of language. *Applied Linguistics*, 38(3), 340–358.
<https://doi.org/10.1093/applin/amv030>
- Busch, B. (2017). Biographical approaches to research in multilingual settings: Exploring linguistic repertoires. In M. Martin-Jones & D. Martin (Eds.), *Researching multilingualism: Critical and ethnographic perspectives* (pp. 46-59). Routledge.
- Caldas, B. (2019). To switch or not to switch: Bilingual preservice teachers and translanguaging in teaching and learning. *TESOL Journal*, 10(4), 1-16. <https://doi.org/10.1002/tesj.485>
- Caldas, B. (2020). The Boal-Freire nexus: Rehearsing praxis, imagining liberation in bilingual teacher education. *L2 Journal*, 12(2), pp. 55-71. <https://doi.org/10.5070/L212245926>
- Cameron, D. (2012). *Verbal hygiene* (1st ed). Routledge. <https://doi.org/10.4324/9780203123898>
- Canagarajah, A. S. (1993). Critical ethnography of a Sri Lankan classroom: Ambiguities in student opposition to reproduction through ESOL. *TESOL Quarterly*, 27(4), 601–626.
<https://doi.org/10.2307/3587311>
- Cervantes-Soon, C. (2018). Using a Xicana feminist framework in bilingual teacher preparation: Toward an anticolonial path. *The Urban Review*, 50(5), 857–888.
- Cervantes-Soon, C., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, 41(1), 403–427.
- Chaparro, S. E. (2016). Fresas, nacos y lo que le sigue: Toward a sketch of two Mexican emblematic models of personhood. *Working Papers in Educational Linguistics*, 31(1), 43–68.
- Chaparro, S. E. (2019). But mom! I'm not a Spanish boy: Raciolinguistic socialization in a two-way immersion bilingual program. *Linguistics and Education*, 50, 1–12.

- <https://doi.org/10.1016/j.linged.2019.01.003>
- Chávez-Moreno, L. (2021). Racist and raciolinguistic teacher ideologies: When bilingual education is “inherently culturally relevant” for Latinxs. *The Urban Review* (2021). <https://doi.org/10.1007/s11256-021-00628-9>
- Ciment, J. (2013). Tejanos. In D. Leonard & C. R. Lugo-Lugo, *Latino history and culture: An encyclopedia* (pp. 524–525). Sharpe Reference.
- Clark, E., & Flores, B. (2001). Who am I? The social construction of ethnic identity and self-perceptions in Latino preservice teachers. *The Urban Review*, 33(2), 69–86.
- Clark, E., Flores, B., & Sheets, R. (2011). *Teacher preparation for bilingual student populations educar para transformar*. Routledge.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cobas, J. A., & Feagin, J. R. (2022). Language oppression and resistance. In J. A. Cobas, B. Urciuoli, J. R. Feagin, & D. J. Delgado (Eds.), *The Spanish language in the United States* (1st ed., pp. 12–30). Routledge. <https://doi.org/10.4324/9781003257509-3>
- Collins, B., Sánchez, & España, C. (2019). Sustaining and developing teachers’ dynamic bilingualism in a re-designed bilingual teacher preparation program. *International Journal of Bilingual Education and Bilingualism*, 1–17. <https://doi.org/10.1080/13670050.2019.1610354>
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(2), 221–240.
- Daniels, J. R., & Varghese, M. (2020). Troubling practice: Exploring the relationship between Whiteness and practice-based teacher education in considering a raciolinguicized teacher subjectivity. *Educational Researcher*, 49(1), 56–63.
- De Costa, P. I. (2014). Making ethical decisions in an ethnographic study. *TESOL Quarterly*, 48(2), 413–422. <https://doi.org/10.1002/tesq.163>
- Degollado, E., Bell, R., & Salinas, C. (2019). “No había bilingual education:” Stories of negotiation, educación, y sacrificios from South Texas Escuelitas. *Journal of Latinos and Education*, 1–15. <https://doi.org/10.1080/15348431.2019.1604351>
- De la Zerda Flores, N., & Hopper, R. (1975). Mexican American’s evaluations of spoken Spanish and English. *Speech Monographs* 42(2): 91–98. <https://doi.org/10.1080/03637757509375883>
- De Oliver, M. (1998). Geography, race, and class: A case study of the role of geography at an urban public university. *American Journal of Education*, 106(2), 273–301. <https://doi.org/10.1086/444183>
- Dexter, T. (2020). *Negotiating identities in middle school science: Impacts on students’ perceived expertise and small group participation* [Unpublished master’s thesis]. Utah State University.
- Dorner, L. M., Orellana, M. F., & Jiménez, R. (2008). It’s one of those things that you do to help the family: Language brokering and the development of immigrant adolescents. *Journal of Adolescent Research*, 23(5), 515–543. <https://doi.org/10.1177/0743558408317563>
- Dowling, J. A. (2010). “I’m not Mexican... pero soy Mexicano’: Linguistic context of labeling among Mexican Americans in Texas. In S. V. Rivera-Mills & D. J. Villa (Eds.), *Spanish of the U.S. Southwest* (Vol. 38, pp. 265–276). Iberoamericana Vervuert. <https://doi.org/10.31819/9783865278692-017>

- Duchêne, A., & Heller, M. (2012). *Language in late capitalism: Pride and profit*. Routledge.
<https://doi.org/10.4324/9780203155868>
- Durán, L., & Palmer, D. (2014). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*, 14 (3), 367-388.
<https://doi.org/10.1177/1468798413497386>
- Eagleton, T. (1991). *Ideology: An introduction*. Verso.
- Ek, L. D. (2009). “It’s different lives”: A Guatemalan American adolescent’s construction of ethnic and gender identities across educational contexts. *Anthropology & Education Quarterly*, 40(4), 405–420. <https://doi.org/10.1111/j.1548-1492.2009.01061.x>
- Ek, L. D. & Domínguez Chávez, G. (2015). Proyecto bilingüe: Constructing a figured world of bilingual education for Latina/o bilingual teachers. *Bilingual Research Journal*, 38(2), 134–151.
- Ek, L., Sánchez, P & Quijada Cerecer, P. (2013). Linguistic violence, insecurity, and work: Language ideologies of Latina/o bilingual teacher candidates in Texas, *International Multilingual Research Journal*, 7(3), 197-219.
- Ellis, E. (2016). “I may be a native speaker but I’m not monolingual”: Reimagining all teachers’ linguistic identities in TESOL. *TESOL Quarterly*, 50(3), 597–630.
<https://doi.org/10.1002/tesq.314>
- Emerson, R., Fretz, R., & Shaw, L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). The University of Chicago Press. <https://doi.org/10.7208/chicago/9780226206868.001.0001>
- Fairclough, N. (1992). *Critical Language Awareness* (1st ed). Routledge.
- Fairclough, N. (2015). *Language and power* (3rd ed.). Taylor & Francis.
- Fallas Escobar, C. (2020). EFL instructors’ ambivalent ideological stances toward translanguaging: Collaborative reflection on language ideologies. In Z. Tian, L. Aghai, P. Sayer, & J. Schissel (Eds), *Envisioning TESOL through a translanguaging lens: Global perspectives* (pp. 329-344). Springer.
- Fallas Escobar, C., & Treviño, A. (2021). Two Latina bilingual teacher candidates’ perceptions of language proficiency and language choice options: Ideological encounters with listening and speaking others. *Bilingual Research Journal*, 44(1), 124–143.
<https://doi.org/10.1080/15235882.2021.1877213>
- Faltis, C., & Coulter, C. (2008). *Teaching English learners and immigrant students in secondary schools*. Pearson/Merrill Prentice Hall.
- Fasching-Varner, K. J., Albert, K. A., Mitchell, R. W., & Allen, C. (2014). *Racial battle fatigue in higher education: exposing the myth of post-racial America*. The Rowman & Littlefield Publishing Group.
- Feixa, C. (1998). El reloj de arena: Culturas juveniles en México [The hourglass: Youth cultures in Mexico]. Mexico City, Mexico: SEP, Causa Joven.
- Fergus, E., Noguera, P., & Martin, M. (2010). Construction of race and ethnicity for and by Latinos. In R. Galvan, S. A. Villenas, C. Martinez, M Machado-Casas, Jr. E. G., Murillo, & J. S. Munoz (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (pp. 170-181). Routledge.
- Flores. (2013). Silencing the subaltern: Nation-state/colonial governmentality and bilingual education in the United States. *Critical Inquiry in Language Studies*, 10(4), 263–287.
<https://doi.org/10.1080/15427587.2013.846210>
- Flores, N. (2014, July 19). Let’s not forget that Translanguaging is a political act. *The*

- Educational Linguist.* <https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/>
- Flores, N. (2019a). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory Into Practice*, 58(5), 1–10. <https://doi.org/10.1080/00405841.2019.1665411>
- Flores, N. (2019b). Producing national and neoliberal subjects. In L. M. Rojo & A. D. Percio (Eds.), *Language and neoliberal governmentality* (1st ed., pp. 49–68). Routledge. <https://doi.org/10.4324/9780429286711-3>
- Flores, N., Lewis, M. C., & Phuong, J. (2018). Raciolinguistic chronotopes and the education of Latinx students: Resistance and anxiety in a bilingual school. *Language and Communication*, 62, 15–25.
- Flores, Phuong, J., & Venegas, K. M. (2020). “Technically an EL”: The production of raciolinguistic categories in a dual language school. *TESOL Quarterly*, 54(3), 629–651. <https://doi.org/10.1002/tesq.577>
- Flores, & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171.
- Flores, B., Ek, L. D., & Sánchez, P. (2011). Bilingual education candidate ideology: Descubriendo sus motivos y sus creencias. In E. R. Clark, R. H. Sheets, & B. Flores. (Eds.), *Teacher preparation for bilingual student populations* (pp. 40–58). Taylor and Francis. <https://doi.org/10.4324/9780203850978>
- Flores, N., & Schissel, J. (2014). Dynamic bilingualism as the norm: Envisioning a heteroglossic approach to standards-based reform. *TESOL Quarterly*, 48(3), 454–479. <https://doi.org/10.1002/tesq.182>
- Flores, B., Clark, E., & Sheets, R. (2011). Dar luz: Visionary teaching about teaching. In E., Clark, B., Flores, & R., Sheets, R. (Eds.), *Teacher preparation for bilingual student populations educar para transformar* (pp. 1–8). Routledge.
- Flores, B., & Smith, H. (2009). Teachers’ characteristics and attitudinal beliefs About linguistic and cultural diversity. *Bilingual Research Journal*, 31(1–2), 323–358. <https://doi.org/10.1080/15235880802640789>
- Foley, D. E. (2002). Critical ethnography: The reflexive turn. *International Journal of Qualitative Studies in Education*, 15(4), 469–490. <https://doi.org/10.1080/09518390210145534>
- Foley, D. & Valenzuela, A. (2005). Critical ethnography: The politics of collaboration. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 217–234). Sage Publications.
- Fought, C. (2006). *Language and ethnicity*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511791215>
- Fought, C. (2010). Language as a representation of Mexican American identity. *English Today*, 26(3), 44–48. <https://doi.org/10.1017/S0266078410000131>
- Fránquiz, M., & Ortiz, A. (2015). Coeditors’ introduction: The figured world of bilingual education: Proyecto bilingüe as context for teacher self-authoring. *Bilingual Research Journal*, 38(2), 129–133.
- Fránquiz, M., Salazar, M., & DeNicolo, C. (2011). Challenging majoritarian tales: Portraits of bilingual teachers deconstructing deficit views of bilingual learners. *Bilingual Research Journal*, 34(3), 279–300.
- Freeman, D., & Johnson, K. (1998). Reconceptualizing the knowledge-base of language teacher

- education. *TESOL Quarterly*, 32(3), 397–417. <https://doi.org/10.2307/3588114>
- Gal, S. (1989). Language and political economy. *Annual Review of Anthropology*, 18, 345–367. <https://doi.org/10.1146/annurev.an.18.100189.002021>
- Gal, S. (1998). Multiplicity and contention among language ideologies. In B. Schieffelin, K. Woolard, & P. Kroskrity (Eds.), *Language ideologies: Practice and theory* (pp. 317-332). Oxford University Press.
- Gal, S., Irvine, J. (2019). *Signs of difference: Language and ideology in social life*. Cambridge University Press. <https://doi.org/10.1017/9781108649209>
- Galindo, L. (1999). Caló and taboo language use among Chicanas: A description of linguistic appropriation and innovation. In L. Galindo & M. D. Gonzales (Eds.), *Speaking Chicana: Voice, power, and identity* (pp. 175-193). The University of Arizona Press.
- Galindo, L. & Gonzales M. D. (1999) *Speaking Chicana: Voice, power, and identity*. The University of Arizona Press.
- Gallaher, P. & Girgis, R. (2020). Cholo. In *Encyclopædia Britannica online*. Encyclopædia Britannica Inc.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley/Blackwell. https://doi.org/10.1007/978-3-319-02240-6_30
- García, O. (2017). Critical multilingual language awareness and teacher education. In J., Cenoz, D., Gorter, & S., May, S. (Eds.). *Language awareness and multilingualism* (pp. 263-280). Springer International Publishing.
- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: singularities in pluralities. *Modern Language Journal*, 95(3), 385-400. <https://doi.org/10.1111/j.1540-4781.2011.01208.x>
- Garza, E., Espinoza, K., Machado-Casas, M., Schouten, B., & Guerra, M. J. (2020). Highly effective practices of three bilingual teacher preparation programs in US Hispanic-serving institutions (HSIs). *Equidad Revista Internacional De Políticas De Bienestar y Trabajo Social*, 14, 95-128.
- García-Mateus, S. (2020). Bilingual student perspectives about language expertise in a gentrifying two-way immersion program. *International Journal of Bilingual Education and Bilingualism*, 1–16. <https://doi.org/10.1080/13670050.2020.1797627>
- Gaxiola Serrano, T. (2021). Xenophobia at the U.S.-Mexico border: The impacts of anti-Latina/o/x and anti-immigrant discourse on transfronteriza community college students. In L. Pérez Huber, & S. M. Muñoz, S. M. (Eds.), *Why they hate us: How racist rhetoric impacts education* (pp. 120-139). Teachers College Press.
- Glesne, C. (2016). *Becoming qualitative researchers: An introduction* (5th ed.). Pearson.
- Goble, R. A. (2016). Linguistic insecurity and lack of entitlement to Spanish among third-generation Mexican Americans in narrative accounts. *Heritage Language Journal*, 13(1), 29-54. <https://doi.org/10.46538/hlj.13.1.2>
- Goodwin, M. H., & Alim, H. S. (2010). “Whatever (neck roll, eye roll, teeth suck)”: The situated coproduction of social categories and identities through stancetaking and transmodal stylization. *Journal of Linguistic Anthropology*, 20(1), 179–194. <https://doi.org/10.1111/j.1548-1395.2010.01056.x>
- Gort, M., & Sembiente, S. (2015). Navigating hybridized language learning spaces through translanguaging pedagogy: Dual language preschool teachers’ languaging practices in support of emergent bilingual children’s performance of academic discourse.

- International Multilingual Research Journal*, 9(1), 7-25.
<https://doi.org/10.1080/19313152.2014.981775>
- Griswold del Castillo, R. (2008). Gringo. In J. Kinsbruner & E. D. Langer (Eds.), *Encyclopedia of Latin American history and culture* (Vol. 3, pp. 513–513). Charles Scribner's Sons.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational resources information center annual review paper*, 29(2), 75-91.
<https://doi.org/10.1007/BF02766777>
- Gumperz, J. (1964.) Linguistic and social interaction in two communities. *American Anthropologist*, 66(6/2), 137–53.
- Gumperz, J. (1982) *Discourse strategies*. Cambridge University Press.
<https://doi.org/10.1017/CBO9780511611834>
- Gutierrez, J.A. (2019). *Chicano manual on how to handle Gringos*. Arte Publico Press.
- Heath, S. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511841057>
- Heller, M. (1992). The politics of codeswitching and language choice. *Journal of Multilingual and Multicultural Development*, 13(1–2), 123–142.
<https://doi.org/10.1080/01434632.1992.9994487>
- Henderson, K. (2019). The danger of the dual-language enrichment narrative: Educator discourses constructing exclusionary participation structures in bilingual education. *Critical Inquiry in Language Studies*, 16(3), 155–177.
<https://doi.org/10.1080/15427587.2018.1492343>
- Hesse-Biber, S.N. (2017). *The practice of qualitative research (3rd ed.)*. Sage.
- Hidalgo, M. (1984). *Language attitudes and language use in Ciudad Juárez, Mexico*. Unpublished manuscript, El Paso, Texas.
- Hill, J. H. (1998). Language, race, and white public space. *American Anthropologist*, 100(3), 680–689. <https://doi.org/10.1525/aa.1998.100.3.680>
- Hill, J. H. (2008). *The everyday language of white racism*. Wiley-Blackwell.
<https://doi.org/10.1002/9781444304732>
- Higgins, C. (2003). “Ownership” of English in the outer circle: An alternative to the NS-NNS dichotomy. *TESOL Quarterly*, 37(4), 615–644. <https://doi.org/10.2307/3588215>
- HOLC San Antonio City Survey Report 1 Exhibit A: Grades of Security. [UTSA Libraries Special Collections].
- Holguin Mendoza, C. (2018). Sociolinguistic capital and fresa identity formations on the U.S.-Mexico Border. *Frontera Norte*, 30(60), 5–30.
- Hymes, D. (1974a). Studying the interaction of language and social life. In D. Hymes (Ed.), *Foundations in sociolinguistics: An ethnographic approach* (pp. 41–78). University of Pennsylvania Press.
- Hymes, D. (1974b). *Foundations in sociolinguistics: An ethnographic approach*. University of Pennsylvania Press.
- Hymes, D. (1964). Introduction: Toward ethnographies of communication. *American Anthropologist*, 66 (6-2): 1–34.
- Ingram, M.D. & Palmer, D.(2021, in press). Un día de lo padre: A multigenerational plática with bilingual pre-service teachers and their elders, sharing perspectivas about translanguaging and bilingual education. In C. Faltis & P. Ramírez (Eds.), *Translanguaging in teacher education*. IAP Publishing.
- Irvine, J. (1989). When talk isn't cheap: Language and political economy. *American Ethnologist*,

- 16(2), 248–267. <https://doi.org/10.1525/ae.1989.16.2.02a00040>
- Irvine, J. T., & Gal, S. (2000). Language ideology and linguistic differentiation. In P. Kroskrity, (Ed.), *Regimes of language: Ideologies, politics, and identities* (pp. 35-84). American Research Press.
- Jamal, S. (2005). Critical ethnography: An effective way to conduct anti-racist research. *Counterpoints*, 252, 225–239.
- Jordan, S., & Yeomans, D. (1995). Critical ethnography: Problems in contemporary theory and practice. *British Journal of Sociology of Education*, 16(3), 389–408. <https://doi.org/10.1080/0142569950160307>
- King, K. (2013). A tale of three sisters: Language ideologies, identities, and negotiations in a bilingual, transnational family. *International Multilingual Research Journal*, 7(1), 49–65. <https://doi.org/10.1080/19313152.2013.746800>
- Krefting, L. (1990). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45(3), 214-222.
- Kroskrity, P. (2004). Language ideologies. In A. Duranti (Ed.), *A companion to linguistic anthropology* (pp. 496-517). Blackwell Pub. <https://doi.org/10.1002/9780470996522.ch22>
- Lambert, W. (1975). Culture and language as factors in learning and education. In A. Wolfgang (Ed.), *Education of immigrant students* (pp. 755-830). Ontario Institute for Studies in Education.
- Landa, V. (2011, July 14). What, exactly, is a Pocho? News Taco. <https://newstaco.com/2011/07/14/what-exactly-is-a-pocho/>
- Lavandez, M. (2005). Como hablar en silencio (Like speaking in silence): Issues of language, culture, and identity of Central Americans in Los Angeles. In A. C. Zentella, (Ed). *Building on strength: Language and literacy in Latino families and communities* (pp. 93-109). Teachers College Press.
- Lave, J. (2011). *Apprenticeship in critical ethnographic practice*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226470733.001.0001>
- Lee, J., Sleeter, C., & Kumashiro, K. (2015). Interrogating identity and social contexts through “critical family history.” *Multicultural Perspectives*, 17(1), 28–32. <https://doi.org/10.1080/15210960.2015.994426>
- Leeman, J. (2012). Investigating language ideologies in Spanish as a heritage language. In S. Beaudrie & M. Fairclough (Eds.), *Spanish as a heritage in the US: State of the science* (pp. 43-50). Georgetown University Press.
- Levinson, B. A. (1992). Ogbu’s anthropology and the critical ethnography of education: A reciprocal interrogation. *International Journal of Qualitative Studies in Education*, 5(3), 205–225. <https://doi.org/10.1080/0951839920050302>
- Lincoln, Y. S., & Guba, E. A. (1985). *Naturalistic Inquiry*. Sage
- Lippi-Green, R. (2012). *English with an accent: Language, ideology and discrimination in the United States*. Taylor and Francis. <https://doi.org/10.4324/9780203348802>
- Livingston, W. S. (1970, May 21). [Letter to John Peace] UTSA Libraries Special Collections.
- Liyanage, I. & Canagarajah, S. (2019). Shame in English language teaching: Desirable pedagogical possibilities for Kiribati in neoliberal times. *TESOL Quarterly*, 53(2), 430–455. <https://doi.org/10.1002/tesq.494>
- Lo, A. (2020). Systems, features, figures: Approaches to language and class vs. language and race. *Journal of Sociolinguistics*, 24(3), 293–307. <https://doi.org/10.1111/josl.12414>

- Lo, A., & Chun, E. (2020). Language, race, and reflexivity: A view from linguistic anthropology. In H. S. Alim, A. Reyes, & P. V. Kroskrity (Eds.), *The Oxford handbook of language and race* (pp. 23–46). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780190845995.013.2>
- Loza, S. (2017). Transgressing standard language ideologies in the Spanish heritage language (SHL) classroom. *Chiricú Journal: Latina/o Literature, Art, and Culture*, 1(2), 56–77.
- Lozano, R. (2022). The early political history of Spanish in the United States. In J. A. Cobas, B. Urciuoli, J. R. Feagin, & D. J. Delgado (Eds.), *The Spanish language in the United States* (1st ed., pp. 33–47). Routledge. <https://doi.org/10.4324/9781003257509-5>
- Maciel, D. (2008). Pocho. In J. Kinsbruner (Ed.), *Encyclopedia of Latin American history and culture* (Vol. 5, pp. 276–276). Cengage Gale.
- Madison, D. S. (2020). *Critical ethnography: Method, ethics, and performance* (3rd ed.). SAGE publications, Inc. <https://doi.org/10.4135/9781071878965>
- Makoni, S., & Pennycook, A. (2007). In *Disinventing and Reconstituting Languages* (1st ed.). Multilingual Matters. <https://doi.org/10.21832/9781853599255>
- MacSwan, J. (2018). Academic English as standard language ideology: A renewed research agenda for asset-based language education. *Language Teaching Research*, 24(1), 28–36. <https://doi.org/10.1177/1362168818777540>
- McArthur, T., Fontaine, L., Lam-McArthur, J. (2018). *The Oxford Companion to the English Language* (2nd ed.). Oxford University Press.
- McQuade, L. (2013). Gringo. In D. J. Leonard & C. R. Lugo-Lugo (Eds.), *Latino history and culture: An encyclopedia* (pp. 218–219). Routledge.
- McGowan, T. (1969, May 28). 9 possibilities Site Sought for UTSA, pp. 01-04. The Light. [UTSA Libraries Special Collections].
- McCroy, J. (1970, June 03). Pena and Ploch blast selection for UTSA site. San Antonio Express, NP. [UTSA Libraries Special Collections].
- Marshall, C. & Rossman, G. B. (2016). *Designing qualitative research* (6th ed). SAGE.
- Martínez, R. A. (2013). Reading the world in Spanglish: Hybrid language practices and ideological contestation in a sixth-grade English language arts classroom. *Linguistics and Education*, 24(3), 276–288. <https://doi.org/10.1016/j.linged.2013.03.007>
- Martínez, R. A. (2017). ‘Are you gonna show this to white people?’: Chicana/o and Latina/o students’ counter-narratives on race, place, and representation. *Race Ethnicity and Education*, 20(1), 101–116. <https://doi.org/10.1080/13613324.2015.1121219>
- Martínez, R. A. (2018). Beyond the *English learner* label: Recognizing the richness of bi/multilingual students’ linguistic repertoires. *The Reading Teacher*, 71(5), 515–522. <https://doi.org/10.1002/trtr.1679>
- Martinez, R. A. (2022). “Spanglish” as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English*, 45(2), 124–149.
- Martínez, R. A., Hikida M., & Durán, L. (2015). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal*, 9(1), 26-42.
- May, S. (1997). Critical ethnography. In N. Hornberger (Ed.) *Research methods and Education*. The encyclopedia of language and education (pp. 197- 206). Kluwer.
https://doi.org/10.1007/978-94-011-4535-0_19

- May, S. (Ed.). (2014). *The multilingual turn: Implications for SLA, TESOL and bilingual education*. Taylor and Francis.
- Mena, M. (2021). The language-elsewhere. In J. A. Cobas, B. Urciuoli, J. R. Feagin, & D. J. Delgado (Eds.), *The Spanish language in the United States* (1st ed., pp. 80–95). Routledge. <https://doi.org/10.4324/9781003257509-9>
- Mendoza-Denton, N. (2016). Norteño and Sureño gangs, hip hop, and tthnicity on YouTube. In S. H. Alim, J. R. Rickford, & A. F. Ball (Eds.), *Raciolinguistics: How language shapes our ideas about race* (pp. 135–150). Oxford University Press.
- Mendoza-Denton, N. (1999). Fighting words: Latina girls, gangs, and language attitudes. In L. Galindo & M. D. Gonzales (Eds), *Speaking Chicana: Voice, power, and identity* (pp. 39–56). The University of Arizona Press.
<https://doi.org/10.1093/acprof:oso/9780190625696.003.0008>
- Merriam, S., Johnson-Bailey, J., Lee, M., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, 20(5), 405–416.
- Meyerhoff, M. (2019). *Introducing sociolinguistics* (Third edition.). Routledge.
<https://doi.org/10.4324/9780429507922>
- Mignolo, W. D. (2007). Delinking. *Cultural studies*, 21(2-3), 449-514.
- Mignolo, W. D. (2012) *Local histories/global designs: Coloniality, subaltern knowledges, and border thinking*. Princeton University Press.
<https://doi.org/10.23943/princeton/9780691156095.001.0001>
- Miller, E. R. & Gkonou, C. (2018). Language teacher agency, emotion labor and emotional rewards in tertiary-level English language programs. *System*, 79, 49–59.
<https://doi.org/10.1016/j.system.2018.03.002>
- Milroy, J., & Milroy, L. (1999). *Authority in language: Investigating standard English* (3rd ed.). Routledge.
- Moreno, E. (2013). Cholos. In D. J. Leonard & C. R. Lugo-Lugo (Eds), *Latino history and culture: An encyclopedia* (pp. 98–100). Routledge.
- Morren, L. M. (2012). Children's language ideologies in a first-grade dual-language class. *Journal of Early Childhood Literacy*, 12(2), 176-201.
- Motha, S. (2006). Racializing ESOL teacher identities in U. S. K—12 public schools. *TESOL Quarterly*, 40(3), 495–518. <https://doi.org/10.2307/40264541>
- Motha, S., Jain, R., & Teclé, T. (2012). Translinguistic identity-as-pedagogy: Implications for language teacher education. *International Journal of Innovation in English Language Teaching and Research*, 1(1), 13–28.
- Murillo, L. (2017). “Aquí no hay pobrecitos”: Decolonizing bilingual teacher education in the U.S.-Mexico borderlands. *Diaspora, Indigenous, and Minority Education*, 11(4), 163–176. <https://doi.org/10.1080/15595692.2016.1258694>
- Musanti, S., Cavazos, A., Rodríguez, A. (2020). Embracing a translanguaging stance and redefining teacher preparation practices in a Hispanic-Serving Institution. In J. Schall, P. Mchatton & E. Sáenz (Eds.), *Teacher education at Hispanic-serving institutions: Exploring identity, practice, and culture* (pp. 69–87). Routledge.
- Núñez, I., & Espinoza, K. (2017). Bilingual pre-service teachers’ initial experiences: Language ideologies in practice. *Journal of Latinos and Education*, 18(3), 228–242.
<https://doi.org/10.1080/15348431.2017.1386105>
- Núñez, I., Villarreal, D., DeJulio, S., Harvey, R., & Cardenas Curiel, L. (2020). Sustaining

- bilingual–biliterate identities: Latinx preservice teachers’ narrative representations of bilingualism and biliteracy across time and space. *Journal of Teacher Education*, 00(0), 1-12.
- Ortega, L. (2014). Ways forward for a bi/multilingual turn in SLA. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and bilingual education* (pp. 32-35). Routledge.
- Ortega, C. (2012). Pocho/a. In M. Herrera-Sobek (Ed.), *Celebrating Latino folklore: An encyclopedia of cultural traditions* (Vol. 3, pp. 924–926). ABC-CLIO.
- Otheguy, R., & Stern, N. (2011). On so-called Spanglish. *The International Journal of Bilingualism: Cross-Disciplinary, Cross-Linguistic Studies of Language Behavior*, 15(1), 85–100. <https://doi.org/10.1177/1367006910379298>
- Orzulak, M. (2015). Disinviting deficit ideologies: Beyond “that’s standard,” “that’s racist,” and “that’s your mother tongue.” *Research in the Teaching of English*, 50(2), 176–198.
- Ostorga, A., Zúñiga, C., Hinton, K.(2020). Bilingual teacher educators at an HSI: A border pedagogy for Latinx teacher development. In J. Schall, P. Mchatton & E. Sáenz (Eds.), *Teacher education at Hispanic-serving institutions: Exploring identity, practice, and culture* (pp. 137–155). Routledge. <https://doi.org/10.4324/9780429198564-10>
- Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27(1), 1–24. <https://doi.org/10.1080/15235882.2003.10162589>
- Palmer, D. K. (2018). *Teacher leadership for social change in bilingual and bicultural education*. Multilingual Matters. <https://doi.org/10.21832/PALMER1435>
- Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal*, 98(3), 757-772. <https://doi.org/10.1111/modl.12121>
- Pavlenko, A & Blackledge, A. (2004) Negotiation of identities in multilingual contexts. Multilingual Matters. <https://doi.org/10.21832/9781853596483>
- Pennycook, A. (1999) Introduction: Critical approaches to TESOL. *TESOL Quarterly*, 33(3), 329–348. <https://doi.org/10.2307/3587668>
- Pennycook, A. (2001) *Critical applied linguistics: A critical introduction*. Erlbaum. <https://doi.org/10.4324/9781410600790>
- Pennycook, A. (2008). Critical applied linguistics and language education. In S. May & N. Hornberger (Eds.), *Encyclopedia of language and education* (pp. 168-181). Springer. https://doi.org/10.1007/978-0-387-30424-3_13
- Pennycook, A. (2010). Critical and alternative directions in applied linguistics. *Australian Review of Applied Linguistics*, 33(2), 16.1-16.15.
- Philips, S. (2015). Language ideologies. In T., Deborah, H., Hamilton, & D. Schiffrin (Eds.), *The handbook of discourse analysis* (pp. 557-575). John Wiley & Sons, Incorporated. <https://doi.org/10.1002/9781118584194.ch26>
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Phillipson, R. (2009). *Linguistic imperialism continued*. Orient Blackswan Private Ltd.
- Preston, D. R. (2013). Linguistic insecurity forty years later. *Journal of English Linguistics*, 41(4), 304–331. <https://doi.org/10.1177/0075424213502810>
- Priestly, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury Publishing. <https://doi.org/10.4324/9781315678573-15>

- Ramirez, P., Faltis, C., & De Jong, E. (2019). *Learning from emergent bilingual Latinx learners in K-12: Critical teacher education*. Routledge.
- Ramjattan, V. A. (2019). Raciolinguistics and the aesthetic labourer. *Journal of Industrial Relations*, 61(5), 726–738. <https://doi.org/10.1177/0022185618792990>
- Rampton, M. (1990). Displacing the “native speaker”: Expertise, affiliation, and inheritance. *ELT Journal*, 44(2), 97–101. <https://doi.org/10.1093/eltj/44.2.97>
- Rampton, B. (2011). Style contrasts, migration and social class. *Journal of Pragmatics*, 43(5), 1236–1250. <https://doi.org/10.1016/j.pragma.2010.08.010>
- Rangel, N., Loureiro-Rodríguez, V., & Moyna, M. I. (2015). “*Is that what I sound like when I speak?*”: Attitudes towards Spanish, English, and code-switching in two Texas border towns. *Spanish in Context*, 12(2), 177–198. <https://doi.org/10.1075/sic.12.2.01ran>
- Reichelderfer, S. (2012). Agringado (Anglicized). In M. Herrera-Sobek (Ed.), *Celebrating Latino folklore: An encyclopedia of cultural traditions* (Vol. 1, pp. 23–24). ABC-CLIO.
- Relaño Pastor, A.M. (2014). *Shame and pride in narrative: Mexican women’s language experiences at the U.S.-Mexico border*. Palgrave Macmillan. <https://doi.org/10.1057/9781137348593>
- Reyes, A. (2020). Coloniality of mixed race and mixed language. In H. S. Alim, A. Reyes, & P. V. Kroskrity (Eds.), *The Oxford handbook of language and race* (pp. 185–206). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190845995.013.11>
- Richards, L. (2015). *Handling qualitative data: A practical guide* (3rd ed). Sage.
- Ricklefs, A. (2021). Functions of language use and raciolinguistic ideologies in students’ interactions. *Bilingual Research Journal*, 44(1), 90–107. <https://doi.org/10.1080/15235882.2021.1897048>
- Rivera Mills, S., & Villa, D. J. (2010). *Spanish of the U.S. Southwest: A language in transition*. Iberoamericana Vervuert Publishing Corp. <https://doi.org/10.31819/9783865278692>
- Rosa, J. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26(2), 162–183. <https://doi.org/10.1111/jola.12116>
- Rosa, J. (2019). *Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad*. Oxford University Press. <https://doi.org/10.1093/oso/9780190634728.001.0001>
- Rosa, J. (2013). Learning ethnolinguistic borders: Language and diaspora in the socialization of U.S. Latinas/os. In R. Rolón-Dow & J. G. Irizarry (Eds.), *Diaspora studies in education* (pp. 39–60). Peter Lang.
- Rosa, J. (2018). Community as a campus: From “problems” to possibilities in Latinx communities. In J. Krupczynski & M. Castañeda (Eds.), *Civic engagement in diverse Latinx communities: Learning from social justice partnerships in action* (pp. 111–123). Peter Lang.
- Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46(5), 621–647. <https://doi.org/10.1017/S0047404517000562>
- Rudolph, N., Selvi, A., & Yazan, B. (2015). Conceptualizing and confronting inequity: Approaches within and new directions for the “NNEST movement.” *Critical Inquiry in Language Studies*, 12(1), 27–50.
- Rumsey, A. (1990). Wording, meaning, and linguistic ideology. *American Anthropologist*, 92(2),

- 346–361. <https://doi.org/10.1525/aa.1990.92.2.02a00060>
- Rymes, B. (2014a). Communicating beyond language: Repertoire and metacommentary as methods. In B. Rymes (Ed.), *Communicating beyond language: Everyday encounters with diversity* (pp. 126–133). Routledge. <https://doi.org/10.4324/9780203129616>
- Rymes, B. (2014b). A Repertoire approach. In B. Rymes (Ed.), *Communicating beyond language: Everyday encounters with diversity* (pp. 11–25). Routledge.
- Rymes, B. (2014c). Marking communicative repertoire through metacommentary. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as practice and pedagogy* (pp. 301–316). Springer. https://doi.org/10.1007/978-94-007-7856-6_16
- Rymes, B. (2014d). Communicative repertoire. In C. Leung & B. Street (Eds.), *The Routledge handbook of English language studies* (pp. 287–301). Routledge.
- Saenz, B. A. (2010, September 19). Where Spanish and English Are Good for Each Other. *The Chronicle of Higher Education*, 1–4.
- Saldaña, J. (2015). *The coding manual for qualitative research methods* (3rd ed.) Sage.
- Sanchez, D. (2021). Introduction to special issue on AfroLatinidad: Theory, research, and practice. *Journal of Latinx Psychology*, 9(1), 1–7. <https://doi.org/10.1037/lat0000186>
- Sánchez, P., & Ek, L. (2009). Escuchando a las maestras/os: Immigration politics and Latina/o preservice bilingual educators. *Bilingual Research Journal*, 31(1-2), 271–294.
- Santa Ana, O. (2002). *Brown tide rising: Metaphors of Latinos in contemporary American public discourse*. University of Texas Press. <https://doi.org/10.7560/777668>
- Sapir, E. (1921) *Language: An introduction to the study of speech*. Harcourt Brace.
- Sarmiento-Arribalzaga, M., & Murillo, L. (2010). Pre-service bilingual teachers and their invisible scars: Implications for preparation programs. *SRATE Journal*, 19(1), 61–69.
- Sayer, P. (2013). Translanguaging, TexMex, and bilingual pedagogy: Emergent bilinguals learning through the vernacular. *TESOL Quarterly*, 47(1), 63–88. <https://doi.org/10.1002/tesq.53>
- Sayer, P. (2008). Demystifying language mixing: Spanglish in school. *Journal of Latinos and Education*, 7(2), 94–112. <https://doi.org/10.1080/15348430701827030>
- Searle, J. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139173438>
- Seidman, I. (2012). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). Teachers College Press.
- Seltzer, K. (2019). Performing ideologies: Fostering raciolinguistic literacies through role-play in a high school English classroom. *Journal of Adolescent & Adult Literacy*, 63(2), 147–155. <https://doi.org/10.1002/jaal.966>
- Sheets, R., Flores, B., & Clark, E. (2011). Educar para transformar: A bilingual education teacher preparation model. In E. Clark, B. Flores, & R. Sheets, R., *Teacher preparation for bilingual student populations educar para transformar* (pp. 9–24). Routledge.
- Silverstein, M. (1979). Language structure and linguistic ideology. In P. Clyne, W. Hanks & C. Hofbauer (Eds.), *The elements* (pp. 193–248). Chicago Linguistic Society.
- Silverstein, M. (1993). Metapragmatic discourse and metapragmatic function. In J. Lucy (Ed.), *Reflexive language: Reported speech and metapragmatics* (pp. 33–58). Cambridge University Press. <https://doi.org/10.1017/CBO9780511621031.004>
- Simmons, W. P., & Feldman, L. R. (2018). Critical ethnography and human rights research. In L. McConnell & R. Smith (Eds.), *Research Methods in Human Rights* (1st ed., pp. 114–133). Routledge. <https://doi.org/10.4324/9781315672632-7>

- Skutnabb-Kangas, T., & Phillipson, R. (1989). 'Mother Tongue': The theoretical and sociopolitical construction of a concept.' In U. Ammon (Ed.), *Status and function of languages and language varieties* (pp. 450–77). Walter de Gruyter.
- Smith, W. A. (2004). Black faculty coping with racial battle fatigue: The campus racial climate in a post–civil rights era. In D. Cleveland (Ed.), *Broken silence: Conversations about race by African Americans at predominately White institutions* (pp. 171–190). Peter Lang.
- Smith, W., Allen, W. R., & Danley, L. L. (2007). Assume the position . . . You fit the description: Psychosocial experiences and racial battle fatigue among African American male college students. *The American Behavioral Scientist (Beverly Hills)*, 51(4), 551–578. <https://doi.org/10.1177/0002764207307742>
- Song, J. (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly*, 50(3), 631–654. <https://doi.org/10.1002/tesq.312>
- Stroud, C. (2001). African mother-tongue programmes and the politics of language: Linguistic citizenship versus linguistic human rights. *Journal of Multilingual and Multicultural Development*, 22, 339–355. <https://doi.org/10.1080/01434630108666440>
- Stroud, C., & Heugh, K. (2004). Linguistic human rights and linguistic citizenship. In D. Patrick & J. Freeland (Eds.), *Language rights and language survival* (pp. 191–218). St. Jerome.
- Stroud, C., & Kerfoot, C. (2020). Decolonising higher education: Multilingualism, linguistic citizenship & epistemic justice. *Working Papers in Urban Language & Literacies*, 265. Accessed at <https://www.diva-portal.org/smash/get/diva2:1476486/FULLTEXT01.pdf>
- Stroud, C., & Williams, Q. E. (2017). Multilingualism as utopia: Fashioning non-racial selves. *AILA Review*, 30, 167–188. <https://doi.org/10.1075/aila.00008.str>
- Sung, K. (2018). Raciolinguistic ideology of antiblackness: Bilingual education, tracking, and the multiracial imaginary in urban schools. *International Journal of Qualitative Studies in Education*, 31(8), 667–683. <https://doi.org/10.1080/09518398.2018.1479047>
- Szwed, A., & González-Carrido, R. (2019). The role of language ideologies in the self-efficacy of preservice bilingual education teachers. *Bilingual Research Journal*, 42(2), 178–193.
- Tamez, M. (2008). Tejanos/as. In A. G. Wood (ed.), *The Borderlands: An encyclopedia of culture and politics on the U.S.-Mexico divide* (pp. 263–267). Greenwood Press.
- Téllez, K., & Varghese, M. (2013). "Teachers as intellectuals and advocates: Professional development for bilingual education teachers." *Theory Into Practice: Effective Professional Development for Teachers of Culturally and Linguistically Diverse (CLD) Students: Issues and Perspectives*, 52(2): 128–135.
- Tian, Z., Aghai, L., Sayer, P. & Schissel J. (Eds.). (2020), *Envisioning TESOL through a translanguaging lens: Global perspective*. Springer.
- Toribio, A. J. (2004). Spanish/English speech practices: Bringing chaos to order. *International Journal of Bilingual Education and Bilingualism*, 7(2–3), 133–154. <https://doi.org/10.1080/13670050408667805>
- Toribio, A. J. (2010). Introduction ethnicity and language: Identity issues in the U.S. Southwest. In S. Rivera-Mills & D. J. Villa (Eds.), *Spanish of the U.S. Southwest: A Language in Transition* (pp. 255–264). Editorial Iberoamericana. <https://doi.org/10.31819/9783865278692-016>
- Tovar, A. (2020). San Antonio's redlining and segregation. *Methods of Historical Research: Spring 2020*.
- Tseng, A. (2020). 'Que' barbaridad, son latinos y deberían saber español primero': Language ideology, agency, and heritage language insecurity across immigrant generations. *Applied*

- Linguistics*, 42(2), 113–135. <https://doi.org/10.1093/applin/amaa004>
- Urciuoli, B. (1995). Language and borders. *Annual Review of Anthropology*, 24, 525-546. <https://doi.org/10.1146/annurev.an.24.100195.002521>
- Urciuoli, B. (2001). The complex diversity of language in the United States. In I. Susser & T. C. Patterson (Eds.), *Cultural diversity in the United States* (pp. 190–205). Blackwell Pub.
- Urciuoli, B. (2022). What Anti-Spanish Prejudice Tells Us about Whiteness. In J. A. Cobas, B. Urciuoli, J. R. Feagin, & D. J. Delgado (Eds.), *The Spanish Language in the United States* (1st ed., pp. 65–79). Routledge. <https://doi.org/10.4324/9781003257509-8>
- Urciuoli, B., Cobas, J. A., Feagin, J. R., & Delgado, D. J. (2022). Introduction. In J. A. Cobas, B. Urciuoli, J. R. Feagin, & D. J. Delgado (Eds.), *The Spanish language in the United States* (1st ed., pp. 3–11). Routledge. <https://doi.org/10.4324/9781003257509-2>
- Urrieta, L. (2010). Whitestreaming: Why some Latinas/os fear bilingual education. In L. Diaz Soto, and H. Kharem (Eds.) *Teaching bilingual, bicultural children: Teachers talk about language and learning* (pp. 47-55). Peter Lang.
- van Dijk, T. (2013). The field of epistemic discourse analysis. *Discourse Studies*, 15(5), 497–499. <https://doi.org/10.1177/1461445613501448>
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity & Education*, 4(1), 21–44.
- Varghese, M., & Snyder, R. (2018). Critically examining the agency and professional identity development of novice dual language teachers through figured worlds. *International Multilingual Research Journal*, 12(3), 145–159.
- Velazquez, I. (2009). Intergenerational Spanish transmission in El Paso, Texas: Parental perceptions of cost/benefit. *Spanish in Context*, 6(1), 69–84. <https://doi.org/10.1075/sic.6.1.05vel>
- Venegas, E., Estrada, V., Schall, J., Leon, L. (2020). Language and literacy practices of bilingual education preservice teachers at a Hispanic-serving college of education. In J., Schall, P., Mchatton, & E., Sáenz, E., (Eds.), *Teacher education at Hispanic-serving institutions: Exploring identity, practice, and culture* (pp. 88–106). Routledge.
- Venegas-Weber, P. (2018). Teaching and knowing in nepantla: “I wanted them to realize that, that is being bilingual.” *International Multilingual Research Journal: Teacher Agency and “Pedagogies of Hope” for Bilingual Learners (in a Brave New World)*, 12(3), 160–172.
- Villenas, S., & Foley, D. (2004). Chicano/Latino critical ethnography of education: Cultural productions from la frontera. In R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (pp. 225-261). Taylor & Francis Group.
- Villenas, S., & Foley, D. E. (2011). Critical ethnographies of education in the Latino/a diaspora. In R. R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (3rd ed., pp. 175–196). Routledge. <https://doi.org/10.4324/9780203835982>
- Von Esch, K., Motha, S., & Kubota, R. (2020). Race and language teaching. *Language Teaching*, 53(4), 391–421. <https://doi.org/10.1017/S0261444820000269>
- Walker, T. (1979, May 21). The rise and fall of the University of Texas near San Antonio. *The Magazine of San Antonio*, 26-63. [UTSA Libraries Special Collection].
- Whorf, B. (1952). Language, mind, and reality. *A Review of General Semantics*, 9(3), 167-188.
- Whorf, B. (1956) *Language, thought, and reality*. MIT Press.
- Williams, Q. E. & Stroud, C. (2015). Linguistic citizenship: Language and politics in

- postnational modernities. *Journal of Language and Politics*, 14:3, 406-430.
<https://doi.org/10.1075/jlp.14.3.05wil>
- Wilson, W.E. (1946). A note on “pochismo.” *The Modern Language Journal*, 30(6), 345–346.
<https://doi.org/10.1111/j.1540-4781.1946.tb04059.x>
- Wolford, T. E., & Carter, P. M. (2010). Spanish-as-threat ideology and the sociocultural context of Spanish in South Texas. In S. Rivera Mills & D. J. Villa (Eds.), *Spanish of the U.S. Southwest: A language in transition* (pp. 111–131). Editorial Iberoamericana / Vervuert.
- Woodley, H. (2016). From pain to healing in language teacher education. *The Modern Language Journal*, 100(2), 570–572. https://doi.org/10.1111/modl.4_12337
- Woolard, K., & Schieffelin, B. (1994). Language ideology. *Annual Review of Anthropology*, 23(1), 55–82. <https://doi.org/10.1146/annurev.an.23.100194.000415>
- Woolard, K. (1998). Language ideologies as a field of inquiry. In B. Schieffelin, K. Woolard & P. Kroskrity (Eds.), *Language ideologies: Practice and theory* (pp. 3-47). Oxford University Press.
- Wortham, S., & Mortimer, K. (2014). Linguistic anthropology. In C. Leung & B. Street (Eds.), *The Routledge companion to English studies* (pp. 175–190). Routledge.
- Wright, D. (1970, May 31). Site of UTSA ‘Bexar’s nicest’. Sunday Light, NP. [UTSA Libraries Special Collections].
- Yakel, A. & Beale-Rivaya, Y. (2019). Saving Spanish: Literacy and Spanish language maintenance in central Texas. In C. Parodi & A. Helmer (Eds.), *Textos, imágenes y símbolos* (pp. 245–272). Iberoamericana Vervuert.
- Yazan, B. (2019). Toward identity-oriented teacher education: Critical autoethnographic narrative. *TESOL Journal*, 10(1), 1-15.
- Yi, H., Kreuter, U. P., Han, D., & Güneralp, B. (2019). Social segregation of ecosystem services delivery in the San Antonio region, Texas, through 2050. *The Science of the Total Environment*, 667, 234–247. <https://doi.org/10.1016/j.scitotenv.2019.02.130>
- Yuan, R. (2016). Understanding higher education-based teacher educators’ identities in Hong Kong: A sociocultural linguistic perspective. *Asia-Pacific Journal of Teacher Education*, 44(4), 379–400. <https://doi.org/10.1080/1359866X.2015.1094779>
- Zarate, A. (2018). “You don’t look like you speak English”: Raciolinguistic profiling and Latinx youth agency. In M. Bucholtz, J. S. Lee, & D. I. Casillas (Eds.), *Feeling it* (1st ed., pp. 132–148). Routledge. <https://doi.org/10.4324/9781315099729-7>
- Zembylas, M (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education*, 21(8), 935–948. <https://doi.org/10.1016/j.tate.2005.06.005>
- Zentella, A. C. (1995). “Chiquitafication” of U.S. Latinos and their languages, OR why we need an anthropological linguistics. *Proceedings of a Symposium on Language and Society*, 1–20.
- Zentella, A. C. (2014). TWB (Talking while Bilingual): Linguistic profiling of Latina/os, and other linguistic torquemadas. *Latino Studies*, 12(4), 620–635.
<https://doi.org/10.1057/lst.2014.63>
- Zentella, A. C. (2005). *Building on strength: Language and literacy in Latino families and communities*. Teachers College Press.
- Zentella, A. C. (2016). “Socials,” “poch@s,” “normals” y los demás: School networks and the linguistic capital of high school students on the Tijuana-San Diego border. In S.

Alim, J. R. Rickford, & A. F. Ball (Eds.), *Raciolinguistics: How language shapes our ideas about race* (pp. 327-346). Oxford University Press.

<https://doi.org/10.1093/acprof:oso/9780190625696.003.0019>

Zentella, A. C. (2017). “Dime con quién hablas, y te diré quién eres”: Linguistic (in)security and Latina/o unity. In R. Rosaldo & J. Flores (Eds), *A companion to Latina/o studies* (pp. 25–38). Blackwell Publishing Ltd.

<https://doi.org/10.1002/9781405177603.ch3>