

**Researcher**

Martha Sandstead  
Oregon State University  
[sandstem@oregonstate.edu](mailto:sandstem@oregonstate.edu)

**Title of Project**

Creating the Conditions for Voice for Multilingual  
Students in Elementary Classrooms

**Research Supervisor**

Prof. Amanda Kibler  
Oregon State University

**TIRF Research Topic Investigated**

Teaching English to Young Learners

---

**Project Summary**

For many young learners of English in school settings, demands of curricula and standardized assessments take precedence over opportunities for students to develop and use their own “voices” in writing. However, pedagogies of voice (Hornberger & Kvietok Dueñas, 2019) are a means of providing culturally and linguistically responsive instruction (García & Wei 2014; Gay 2018) that support plurilingual students learning to write in English. This study considers how teachers might develop pedagogies of voice that also respond to ecological pressures of school-based standardization and goal of written English proficiency.

Over the course of one school year, I worked with two elementary teachers in the U.S. as they engaged in action research (Bradbury, 2015). Through monthly teacher meetings, we explored the complexity of voice and considered the potential of teaching voice to develop plurilingual writers. I documented the process with audio recordings, fieldnotes, and teachers’ written reflections. Additional data included transcripts of pre- and post-interviews with teachers, narrative fieldnotes from 16 observations of writing instruction, students’ written work, and lesson documents. I used multiple case study analysis (Duff, 2008; Stake, 2005), in which each teacher is considered a case, and critical discourse analysis (Fairclough, 2015) to better understand: 1) Which pedagogies support and restrain the development of voice in young plurilingual writers? 2) What can teachers learn about writing development, plurilingual writers, and their own ideologies by engaging in pedagogies of voice and reflecting on their own practice? 3) What contextual factors influence teachers’ implementation of pedagogies of voice?