

Washington State University

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Will defend the dissertation on

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Time: 9:00 A.M.

Pullman Campus – Cleveland Hall 353

Zoom by request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

**DELIMITATION OF MEANING-MAKING PRACTICES WITHIN A
MICRO-LEVEL ENACTMENT OF THE SUPPORTIVE MAINSTREAM
LANGAUGE PROGRAM MODEL**

Chair: Thomas Salsbury

This case study examined the intersection of Washington state's language education policy and a second-grade class enactment of its Supportive Mainstream Program Model in positioning and bridging multilingual learners' language practices for meaning-making during literacy events. In this study, meaning-making practices include multilingual learners' cognitive and affective ways of thinking, knowing, doing, and being, embodied in the authentic fluid language practices they cultivate from sociocultural experiences. Any virtuous approach to advancing equitable learning and assessment for linguistically and culturally diverse learners must derive from their meaning-making practices. An in-depth analysis of policy discourse across levels of enactment and the literacy practices of the classrooms in this study unpacked the mediational role of policy on access to learning opportunities for multilingual learners.

The theoretical framework of heteroglossia, which comprises three dimensions, indexicality, tension-filled interaction, and multivoicedness, guided the critical discourse analysis of participants' translation of their enactment of the restrictive language program into simulated identities and meaning-making practices used to access and assess learning in their situated context. Participants constructed monolingual identities within programmatic ideological tensions that tended toward a monoglossic enculturation of meaning-making reproduction that characterized the classrooms. This study provided evident examples of ideologies, discourses, tensions, and meaning performances as qualitative insights on how language practices are ideologically and subjectively situated for literacy practices that reify dominance, power, and control.

The findings from the study demonstrated the overarching nuanced role of policy in shaping local ideologies and practices. The classrooms in the study did intersect with the macro language policy to exclude emergent bilinguals' linguistic and affective resources in the discourse of a potential literacy community where contextual cultural wealth is supposed to be collectively exploited for shared success. The participants aligned their ideologies and literacy practices to the subjective narrative of the macro policy. These findings advance the growing literature that interrogates the aptness of current language education policies to account for multilingual learners' literacy and sociocultural needs. The study offers rich theoretical, methodological, policy, and practical implications for promoting educational and socioeconomic opportunities for linguistically and culturally diverse communities.