

# Perspectives

VOL. 39, ISSUE 1, 2016

A PUBLICATION OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION



## Bilingual Education Begins Here: Tutoring and Mentoring to Learn Language, Culture, and Lives

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Articles for *Perspectives* must be original, concise, and accessible, with minimal use of jargon or acronyms. References, charts, and tables are permissible, although these too should be kept to a minimum. Effective articles begin with a strong "lead" paragraph that entices the reader, rather than assuming interest in the subject. They develop a few themes clearly, without undue repetition or wandering off on tangents.

The *Perspectives* editors are eager to receive manuscripts on a wide range of topics related to Bilingual and English learner programs, including curriculum and instruction, effectiveness studies, professional development, school finance, parental involvement, and legislative agendas. We also welcome personal narratives and reflective essays with which readers can identify on a human as well as a professional level.

Researchers are encouraged to describe their work and make it relevant to practitioners. Strictly academic articles, however, are not appropriate for *Perspectives* and should be submitted instead to the *Bilingual Research Journal*. No commercial submissions will be accepted.

### TYPES OF ARTICLES

Each issue of *Perspectives* usually contains three or four **feature articles** of approximately 2,000 – 2,500 words, often related to a central theme.

**Reviews** are much shorter (500 – 750 words in length), describing and evaluating popular or professional books, curriculum guides,

textbooks, computer programs, plays, movies, and videos of interest to educators of English language learners. Manuscripts written or sponsored by publishers of the work being reviewed are not accepted. Book reviews and articles should be emailed to:

Dr. José Agustín Ruiz-Escalante  
 jare21@yahoo.com

-or-

Dr. María Guadalupe Arreguín Anderson  
 arreguinma@aol.com

**Columns** are Asian and Pacific Islander Education and Indigenous Bilingual Education. (If you have other ideas for a regular column, please let us know.) These articles are somewhat shorter in length (1,000 – 1,500 words, and should be emailed to one of the editors below:

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 Dr. Clara C. Park: clara.park@csun.edu

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# Letter from the President



Yee Wan, E.d. D.  
NABE Board President

Dear NABE Members:

Today's complex world issues demand future citizens who have a deep understanding of the world around them in order to develop solutions for global issues, support the infrastructure of the global economy, and contribute to evolving political systems. To respond to this urgency, one of NABE's priorities is to prepare 21<sup>st</sup> century multi-literate global citizens who possess strong academic and content knowledge; hold a strong sense of pride in their cultures, languages and identities; respect those who treasure their own heritage; and are change agents, making the world a better place.

In an effort to obtain a better understanding of the 21<sup>st</sup> century workforce, I recently toured Facebook, the social networking company, and one of the world's fastest growing high tech companies located in Silicon Valley. Shortly after I entered the building, two distinct features immediately stood out: the diverse workforce and the collaborative nature of the workspace. What does this mean? It means that the job market is going to be more competitive, with individuals from all over the world vying for jobs. With advanced technology and the increase of global trade, skilled workers can perform their work regardless of geographic boundaries. This propels the prospect of workers communicating with others around the world. And in order to stay competitive in understanding the needs of the global clients, this workforce will need to possess multi-lingual and effective intercultural communication skills, as well as be able to easily collaborate with others from around the world.

It is critical for NABE members to engage in the conversation about what it would take for schools to prepare students who are ready for college, careers and civic life in the coming decades. Another key topic is the institutional and instructional shifts required to produce multi-literate global citizens. The upcoming NABE 45<sup>th</sup> Annual Conference will provide a forum for teachers, aspiring teacher leaders and administrators to engage in an interactive dialogue with national, state and district leaders. The panelists will share initiatives, exemplary models, and resources that are available to prepare multi-literate global citizens.

Our country needs citizens who are interested in investigating issues of global significance, who appreciate multiple perspectives, who are able to communicate ideas clearly and effectively, take actions to improve complex situations and resolve conflict. You and NABE know the power of high quality dual language programs that can help English learners develop strong academic language in both their native language and English. During the process of learning a new language, students are developing appreciation, compassion and empathy for other cultures. This will enable them to be open to establish friendships and work with others from different cultural backgrounds.

We have the moral obligation to help all students succeed; especially our English learners, as they move toward becoming competent 21<sup>st</sup> century citizens, maintaining their native language development while learning academic English. Are you ready to join NABE's effort? The time is now to take up this challenge!

**I, along with the entire NABE board, look forward to seeing you at the NABE 45<sup>th</sup> Annual Conference!**

Best regards,

Yee Wan, Ed.D.  
President

# Bilingual Education Begins Here: Tutoring and Mentoring to Learn Language, Culture, and Lives

Reynaldo Reyes III, Andrea Saenz,  
Francis Chavira, Nancy Chavira, and Alyce Harrell,  
University of Texas at El Paso

Under the roar of the three aging air conditioners in the cafeteria, the chatter of Spanish and English leap from each red and blue round table in the early El Paso morning. Huddled together in many pairs here and in other rooms throughout the school, the heads of children and future teachers hover over workbooks, bilingual literature, flash cards, laptops or smartphones. Pre-service teachers are teaching, guiding, problem-solving. Kindergarteners to seventh graders are learning, engaging, smiling, but *also teaching* something, very immediately, to my students. Excitement springs from the energy within the spaces of proximity between these college students and Mexican-American children; purpose drives the intense periods of bringing their minds and voices together, for whatever learning goals they have before them, and although brief, was nothing less than a strange beautiful.

Beautiful for the community of teachers and learners being built, almost immediately. Strange, because I, as a teacher educator, could actually witness it; something I had never seen before in my teaching and preparation of future teachers. In the past, I had assigned my students to seek out a school anywhere across El Paso where they could fulfill service-learning hours for my courses. But now, I could be there with my students while they engaged in this uncomfortable pedagogy in which they really did not know what they were doing until they knew what they were doing. Until they knew their student. Until they knew

their *own* gaps in language, and cultural understandings, and misconceptions about Mexican-American children in poverty, here on the US-Mexican Border. Until they soon learned the power of language — the child's first language; how using a language one already knows to build new knowledge; to show children the power and tools and knowledge they already possessed.

I could walk upon my students with their new students and see so much happening, in such little time — the learning of division, the clear and confident pronunciation of new words in English, or true comprehension of what was just read — in English or Spanish. I could observe my students each day, in moments of overcoming their doubts about their pedagogy or their passion for teaching when they see their efforts have an immediate impact on the lives of individuals. And, in various moments in their tutoring, I could push my students to think in different ways what they were doing, how they were doing it, and why. I questioned. I quizzed. And this turned my students into problem-solvers immediately. They had to. My students realized that had to learn how to teach, educate, and empower these children rather quickly, because there was a sense of urgency. Partly because of time, but also because my students *wanted* to know or feel like they actually *did* something for someone. In discussions with my students when they finished the class, many expressed how they felt an obligation to “not fail their student.” So they went home after

every tutoring/mentoring session with the heavy task of learning and re-learning a better approach than what they had done that day. They went home with lingering questions of what they can do better the next time. Not for the grade in my class, not for me, but for their student.

Although I do have learning objectives for this course in Bilingual and ESL foundations, I never know what my students *really* leave with when they finish my class. *Does any teacher educator?* Too hard to quantify, I suppose. Yes, I see their test results. I read their papers. I get their comments on course evaluations. But how do I know there is a profound impact that they *carry with them*, in some way, to ground their pedagogy, their life perspective, their identity as teacher and advocate for those most in need? And how can I make it remain within them?

So that's why here, in these stories and poetry of experience from four of my students who experienced tutoring and mentoring Mexican-American English learner students in one of the poorest zip codes in the nation, Segundo Barrio of El Paso, Texas, perhaps readers can get a glimpse at the unquantifiable through these voices. And through these voices of experience, we can see how proximity with these children revealed a new sense of pedagogy and power in these future teachers. Whether they were to be a traditional bilingual educator or not, this experience was a contribution to the bilingual educator

that was to be in all of them; the bilingual educator that all teachers must become.

Here are our future bilingual educators.

### **Must Be There: Andrea and Carlos**

My name is Andrea Saenz, and I want to be a bilingual educator. As an English Language Learner myself, I went through many obstacles to finally achieve my goals. I lived in Mexico for more than half of my life and I never expected that I would ever have to move to another country and learn a new language. I was only 12 years old when my parents decided to move to El Paso, Texas, in 2005 because of the violence in my hometown. I tutored Carlos, an English learner who lives in Segundo Barrio. I consider myself privileged to have this as a first time tutoring experience with an ELL student. I honestly never pictured myself helping others go through something similar to what I went through, especially helping someone with so much capability and dedication. Even though Carlos did not know much English he always tried his best to learn new words, especially those related to math, his favorite subject. I was very surprised with his progress with the help I gave in such a short time. He demonstrated that I was doing the right thing, and that I am capable of helping, just as my teachers once did for me. Even though Carlos could not speak English, he always wanted to *show me* how smart

he was. He showed me in Spanish how smart he was. And he was very smart.

The very last day of school I decided to approach Carlos's mother to let her know what a great experience I had with him and what a smart kid he is. She nicely replied that he never wanted to miss a day because of how much he loved to learn. Even if they lived in Juarez, having to be in a long line of traffic to cross the border bridge, he would insist to be taken to school every day. In spite of being a family with very low income, the mother made the effort to support Carlos's education by taking him every day no matter how much time it would take just for Carlos to spend only one hour of quality time with a tutor. She mentions that she was persuaded to do this sacrifice for him. She would tell Carlos that it was okay to not attend tutoring because of the difficulty of crossing the border; that he did not have to go. But Carlos was always very enthusiastic and positive about being at tutoring with me, no matter how hard it was to get here. She also mentioned that he was always in a hurry so he could get to the school on time. Because we would be assigned to another student if our student showed up late, Carlos would tell his mom he did not want anyone else to tutor him but me.

I really admire all the sacrifice and effort Carlos would make every single day waking up so early, sitting in the car for a long time on the bridge waiting to

cross the border, just like thousands of people do every day, so he could spend that one hour each day only with me. Not anybody else, just me. Why did this time together mean so much to Carlos? I really feel empowered and motivated to keep doing this because of Carlos. He set an example that no matter how many obstacles are in your way, there will always be an opportunity to achieve your goals to become the best version of yourself.

### **Showing a Possible Future: Francis and Sonia**

My name is Francis Chavira. I am an education major. My concentration is not in bilingual education, but I quickly learned the importance of teaching bilingually from this tutoring/mentoring experience. Not knowing what Bilingual Education involved, I didn't know how much English-learning students struggle in their everyday lives. I realized that these children from Segundo Barrios work harder than most English language students because they not only had to learn content but also the language behind the content. And each one of our students faced other challenges.

The student I tutored was a 12 year old girl in 6<sup>th</sup> grade named Sonia. She has been in the United States for 3 years now but is still struggling with learning and understanding the English language. While talking to Sonia, I noticed how frustrated she is because she failed a portion of the

***Sonia had changed her mind and decided that she wanted to become a teacher like me.***

She felt inspired by not only me, but all of the UTEP students as well. Sonia began to ask me about college, how long it takes to complete, and how old she would have to be to start. Hearing her talk about her future on the last day of tutoring was inspiring. I realized that I had made a positive difference in this young girl's life.

I asked her what it was  
that she struggled with, she answered,  
***“I read, but do not understand  
what I read.”***

STAAR test (the high-stakes test in Texas) and she was held back a year in school because of her proficiency in English. Sonia told me that she knows the content of what she is learning but she has trouble with terminology and putting her thoughts together in English. I not only noticed this problem with Sonia, but with another student that I was working with as well.

I worked side by side with Sonia for three weeks and built a relationship with her. We used both of our weaknesses to our advantage and built upon them. If I couldn't get my thoughts together in Spanish, I would use English and vice versa. Since Sonia understood most English, she would paraphrase what I was trying to say in Spanish. We used this method all throughout tutoring and I believe that it helped build a strong foundation for us to work from.

Sonia is from a single family home and her mother is struggling to provide for her. She works a lot and Sonia spends most of her time at home by herself. Sonia's mother wanted what is best for her, so they decided to come to the United States. When Sonia started falling behind in school her mom was feeling discouraged and really didn't know what to do because she didn't know how to help Sonia. On the first day of tutoring I met Sonia's mom. She thanked me for taking the time to tutor Sonia and said she was grateful for the opportunity that Sonia was given.

When I first met Sonia and talked about her future, she was unsure of what she wanted to do. She figured she would just finish school and work like everyone else in her family. Sonia never

mentioned college. But on the last day of tutoring I asked Sonia again what her plans for the future were and *they had completely changed*. Sonia had changed her mind and decided that she wanted to become a teacher like me. She felt inspired by not only me, but all of the UTEP students as well. Sonia began to ask me about college, how long it takes to complete, and how old she would have to be to start. Hearing her talk about her future on the last day of tutoring was inspiring. I realized that I had made a positive difference in this young girl's life.

***“I read, but I do not understand what I read”:  
Nancy and a 5<sup>th</sup> Grade Girl***

I am Nancy Chavira, and I am going to be a bilingual educator. My student, a fifth grade girl, was very enthusiastic and ready

to learn. She came from a family of four siblings, whose parents had migrated to the United States a couple of years ago. As we talked and started to work together on a reading comprehension assessment book, I found out that she had been only a few points away from passing the reading portion of the STAAR test. I then asked her what it was that she struggled with, she answered, “I read, but do not understand what I read.” Here was one of my challenges — how was I supposed to help her? I rapidly thought of the techniques I was taught when I took these state exams. Like reading the title, predicting, reading the questions and then reading the passage and finally answering. These techniques helped me keep focus on the reading. As I introduced her to them, she replied, “I have learned something similar called PLORE,” which is an acronym that stands for: predict, locate, organize, read, and evaluate. I saw this as a great start because she had an idea of what I was talking about and it was an opportunity in which we were both learning from each other.

As the sessions progressed, my classmates and I started talking about the different situations we each encountered with our students. We all noticed something in common — our students all struggled with vocabulary and understanding their readings. Even if we were mentoring/tutoring students for the math portion of the state test, vocabulary and understanding what they read was a significant issue because then students would not make sense of the math

Perhaps sitting next to a child who  
is willing to cross a bridge in the early, early morning,  
from a poor and often violent border city  
in Mexico, can demonstrate what  
***true love of learning and empowerment is.***



problems they were being exposed to. As you work with these students, you come to know who they are and where they come from. All of these students come from low income families, from homes in which English is not the spoken language, from parents who might not have a higher education than high school, and many are students who have migrated here from another country. I have learned that all these are factors that should not deprive these students from an equal education.

### By Alyce Harrell: Teaching Briana, Briana Teaching Me

A Teaching Experience

Without experience, teachers must face the challenge.

Like life teaches us  
That from every fall we have  
We become stronger.

I love to teach.  
I'm eager to better  
Society through Education.

Briana  
a fifth grade student in  
Segundo Barrio,  
Gave me an opportunity  
To practice my passion.

I have no idea if  
It was done *correctly*.  
All I can take is a  
learning experience.

Share reading,  
PLORE,  
Context clues,  
reading to, by, and with a learner of English.  
Rejection and disappointment  
Were only a motivation.

Thinking outside the box  
And not being traditional  
Makes a difference,  
Especially when you work with  
children learning and  
struggling with English.

Have the passion,  
Live a dream,  
For every fall,  
Come stronger.

### As a Teacher Educator in a Bilingual Borderland

So much happened in such little time, which is often the case in short-term courses. In Segundo Barrio, El Paso, Texas, in a Borderland school where I/we know that bilingualism is opportunity, forty future teachers tutored and mentored forty Mexican-American English learners for eight hours over three weeks during this summer course for education majors. Perhaps my students would not come away with a lot of the more traditional skills of teaching by simply working one-on-one with a student – how to manage a classroom; how to do summative assessments; or even how to ask students to line up for lunch time. But maybe it is *more* than we can ever witness as teacher educators? Maybe more than we can ever teach our future teachers of culturally and linguistically diverse students? Because we now live in a time when children of Honduras and Guatemala whose only desire is to escape inevitable lives of violence, extreme poverty, and death, are seen as threats at our borders. Languages other than English still put fear in others. Books with brown people that evoke critical thinking are outlawed. And living wages are scoffed at by millionaires and billionaires who only want more. In these times, perhaps proximity to a child can teach us more than we can ever imagine. Perhaps sitting next to a child who is willing to cross a bridge in the early, early morning, from a poor and often violent border city in Mexico, can demonstrate what true love of learning and empowerment is. When we think of bilingual education, and what it should be, perhaps we should think of Carlos crossing the bridge. Briana reading with context clues. A 5<sup>th</sup> grade girl trying to truly understand what she read. Or giving Sonia a glimpse at a new, possible future. For all future educators, this is educating bilingually.

### About the Authors

**Alyce Harrell** is a mother of three children under the age of five. She will be graduating with a Bachelor's Degree with honors in Special Education at the University of Texas at El Paso in May 2016. Alyce believes that all children should receive an equal education despite any disabilities that they may have. Her e-mail is [arharrell@miners.utep.edu](mailto:arharrell@miners.utep.edu).

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# Madres de niños sordos, bilingüismo y emergencias en salud pública

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## Introducción

En Puerto Rico, hay más de una decena de municipios cuya población con incapacidad excede el 40 por ciento (CPSP-UPR, 2014). De la totalidad de personas con alguna incapacidad 153,329 son personas con incapacidad auditiva. Contrario a otras poblaciones vulnerables existentes, los sordos no tienen el sentido básico auditivo para comprender una alerta a través de un sistema de comunicaciones. Según Camucet Ortiz (2007), el sentido de la audición brinda al ser humano relación de distancia, comunicación y sociabilidad. Este sentido permite estar informado de la realidad. Es el sentido de sobrevivencia, de alerta y comunicación en una sociedad que, mayormente, se comunica a través del lenguaje oral.

Para Fuentes (2004), la lengua que define al sujeto sordo como miembro de una comunidad lingüística es la lengua de señas. Ésta proporciona identidad, se utiliza para representar el mundo que les rodea y para las comunicaciones. Según plantea es la lengua de identidad, lengua para representar el mundo y para la comunicación. Además, Fuentes (2004) añade que el aprendizaje del español escrito para los niños sordos

implica el aprendizaje de una segunda lengua. No obstante, en los procesos de enseñanza y aprendizaje la interacción de factores como: la familia y el personal de la escuela, resultan ser agentes socializantes responsables de la transmisión de la información relacionada con la preparación en temas de salud pública. Sin embargo, Jackson y Turnbull (2004) señalan que es la madre quien, principalmente, carga la

responsabilidad de la comunicación con su hijo sordo. Los niños sordos de padres sordos u oyentes que conocen lenguaje de señas demuestran patrones de comunicación temprana y un desarrollo del lenguaje que sigue un ritmo similar a lo observado en niños oyentes (Ahlgren, 1994).

Hay que tener en cuenta que la población sorda es una de las más vulnerables ante una emergencia como un tsunami, terremoto, huracán, inundaciones o epidemias. Por lo tanto, es necesario que se desarrolle una planificación familiar con instrucciones particulares para que los niños o adolescentes entiendan qué acciones pueden ejecutar. Según el *US Department of Homeland Security* (2013), esta planificación debe incluir, acuerdos con posibles lugares de encuentro familiar, formas de comunicarse, e información contacto de personal de apoyo como vecinos o familiares cercanos que puedan comprender a la persona con discapacidades auditivas. Para esta planificación se deben identificar lugares como hospitales, centros de salud o refugios y conocer si cuentan

con personal que domine el lenguaje de señas u otro lenguaje que ayude a brindar servicios a esta población.

Fernández-Viader y Pertusa (2013) plantean que el contexto lingüístico familiar es medular en el proceso educativo. De igual modo sugieren que el lenguaje de signos como mediación semiótica del sordo favorece el acceso al conocimiento y al lenguaje. Lissi, Raglianti, Grau y Salinas (2003) establecen que el lenguaje de señas se podría considerar como un componente básico en el desarrollo integral, en la relación social y en la comunicación. Por lo tanto, el lenguaje es medular para llevar el mensaje de preparación y protección en temas de salud pública para la población sorda considerada vulnerable.

Engelman, Ivey, Tseng, Dahrouge, Brune y Neuhauser (2013) afirman que la población sorda, además de carecer de servicios enfrenta otros problemas de desigualdades en salud, debido a barreras en la comunicación y bajos índices de alfabetización. Asimismo, presentan alto riesgo de padecer obesidad, depresión y violencia interpersonal. Establecen los autores que las organizaciones que brindan servicios a la población con discapacidad auditiva están carentes de adiestramientos de preparación para emergencias, servicios de desalojo en una fase de respuesta al desastre y de asistencia para la recuperación. Por lo tanto, recae en la familia la responsabilidad de preparar a sus hijos (Engelman, et al. 2013). Sin embargo, no existe mucha evidencia en la literatura científica sobre educación o adiestramientos relacionados con la preparación ante emergencias para la población sorda.

Ante este hecho, es importante explorar el conocimiento que tienen las madres sobre la preparación necesaria ante emergencias en salud pública. Igualmente, conocer qué lenguaje utilizan para transmitir la información necesaria y pertinente para que sus hijos y ellas puedan protegerse y minimizar el impacto de una emergencia.

El documento *Análisis de Amenazas, Vulnerabilidad y Riesgos de los Sistemas de Salud Pública, Servicios Médicos y Salud Mental en Puerto Rico* (2014) describe que en Puerto Rico las mujeres jefas de familia y las personas con discapacidad auditiva están contempladas como poblaciones vulnerables ante emergencias en salud pública. Las primeras suman 311,397 de

los habitantes en la isla, mientras que la población con discapacidad auditiva ronda los 154 mil individuos. Específicamente, este estudio hace una aproximación al conocimiento que tienen estas madres sobre: huracanes, epidemias, inundaciones, terremotos, tsunamis y evalúa si las madres participantes han contemplado un plan de emergencia para su familia. El *Análisis de Amenazas* establece que éstas son situaciones que pueden poner en riesgo los sistemas de salud pública del país e impactar, sobre todo, a las poblaciones vulnerables. Señala el estudio que las personas con discapacidades se ven afectadas debido a que las medidas de desalojo, respuesta –incluidos los refugios y la distribución de alimentos– así como la recuperación les resultan inaccesibles (CPSP, 2014).

### Marco teórico-conceptual

Vygotsky (1978) plantea la importancia de tomar en cuenta la influencia sociocultural en la educación de los niños y cómo ésta incide en el desarrollo cognitivo. Vygotsky comenzó a trabajar su perspectiva cognoscitiva con niños ciegos, sordos y con retraso mental. Planteaba una interacción entre el individuo y su entorno social y destacaba la interacción social del niño con los adultos en su aprendizaje. Enfatizaba que los adultos deben dirigir y organizar el aprendizaje de los niños y que los adultos deben ayudar en forma directa y organizar el aprendizaje del niño antes de que éste pueda manejarlo o internalizarlo. Según Vygotsky, los niños construyen su conocimiento poco a poco y basan el conocimiento en el contexto social del individuo. Esto implica que el adulto juega un papel medular en el aprendizaje del niño sordo en un espacio estructurado.

### Diseño metodológico y Resultados

Señalan Prieto Rodríguez y March Cerdá (2002) que, en los últimos años, la investigación cualitativa se ha introducido con fuerza en la investigación biomédica y de servicios de salud. Establecen que éstas eran áreas bastante escépticas a la investigación cualitativa que busca la comprensión de los fenómenos a profundidad. Según describen, la investigación cualitativa trata de identificar la naturaleza profunda

de las realidades, sus sistemas de relaciones y su estructura dinámica.

Este trabajo se abordó desde la perspectiva cualitativa ya que se interpreta, comprende y describen los conocimientos que tienen las madres de niños sordos sobre emergencias en salud pública y cómo usan el bilingüismo para transmitir ese conocimiento a sus hijos. Se enmarca en un enfoque fenomenológico que analiza descriptivamente las vivencias intencionales de algunos seres humanos (Husserl, 2006). El análisis fenomenológico se enfoca en las vivencias percibidas interiormente y su tarea consiste en sacar a la luz y describir las percepciones interiores.

En este trabajo, la unidad de estudio fueron siete madres de niños sordos. Estos niños estudian en un colegio en el área metropolitana de Puerto Rico en donde se ofrece un servicio especializado basado en el currículo del Departamento de Educación pero, adaptado a las necesidades del niño sordo. Las madres participaron voluntariamente y fueron seleccionadas por su disponibilidad de participar en el estudio.

Para la recolección de datos se utilizó la entrevista individual estructurada y como instrumento se utilizó una guía de preguntas. Esta técnica permite recoger datos a través de las expresiones de las personas y sus descripciones detalladas (Taylor y Bogdan, 1986). A cada contestación se le asignó un código. Luego se agrupó la información y se analizó. Además, se realizó un cuestionario para conocer la información demográfica de las participantes.

Uno de los propósitos del estudio fue identificar los conocimientos que tienen las madres de los niños sordos sobre emergencias en salud pública. Además, auscultar si transmiten este conocimiento a sus hijos y qué lenguaje utilizan para transmitirlo. Se buscó conocer si estas madres tienen un plan de emergencia familiar. De ser así, si lo han compartido con sus hijos. Igualmente, se indagó sobre las fuentes primarias de información para conocer temas sobre emergencias en salud pública y qué tipo de materiales educativos son los más efectivos para comprender esta información y transmitirla a sus hijos. También, se pretendió explorar las experiencias que estas madres han tenido al acceder a servicios de salud o, de ser el caso, su experiencia en refugios. Se esperaba saber su visión sobre qué profesionales que laboran

en emergencias en salud pública deben capacitarse en lenguaje de señas. También, si bajo su criterio es necesario capacitar a traductores voluntarios que las ayuden a preparar a sus hijos ante emergencias en salud pública o que les asistan en traducción en caso de ser necesario.

## Resultados

### Perfil de las mujeres participantes y bilingüismo

Según la información recopilada, el 100% de las mujeres participantes del estudio son bilingües: dominando el lenguaje oral en español y el lenguaje de señas. Igualmente, el 100% de sus hijos, que está entre las edades de 11 a 20 años, también domina el lenguaje de señas, pero no son bilingües. Sin embargo, las participantes utilizan otras formas de comunicación con sus hijos para transmitir efectivamente la información. El 71% de las madres entrevistadas también utiliza el lenguaje corporal. Además de estas alternativas, algunas madres entrevistadas recurren a la lectura de labios y las imágenes para aclarar información a sus hijos cuando es necesario.

En términos de la información demográfica el 28% de las mujeres entrevistadas están casadas, mientras que el 72% reportó ser jefas de familia. Casi dos terceras partes de las madres participantes reportaron que no residen cerca de la escuela a la que asisten sus hijos. Incluso, una de las madres participantes vive en el área metropolitana de San Juan de lunes a viernes para llevar a su hijo a la escuela y se mueve durante los fines de semana a su residencia en el área sur de Puerto Rico. El 28% de las participantes indicó que reside fuera del área metropolitana. La mayoría de estas mujeres señalan que se encargan solas de sus hijos ya que sus familiares o los padres de sus hijos no conocen el lenguaje de señas.

### Conocimiento sobre temas de emergencias en salud pública

El 100% de las mujeres entrevistadas tiene información sobre lo que son los huracanes, y saben qué hacer y cómo prepararse. El 57% de las participantes asegura que tienen información general sobre los terremotos, las inundaciones y las epidemias. Sobre epidemias plantean que conocen bastante sobre el virus del dengue y el virus de la influenza y saben que, recientemente, en Puerto Rico ha habido epidemia de ambos virus. Una de



las entrevistadas expresó que quería tener **más información sobre las epidemias para cuando ocurra** poder responder correctamente a su hijo. El 57% de las entrevistadas tiene información general sobre tsunamis, pero no sabe qué hacer si ocurre una emergencia. Sin embargo, aseguran que han escuchado información sobre este tema en los medios de comunicación.

### Preparación ante emergencias en salud pública

El 71% de las mujeres entrevistadas conoce lo que es un plan familiar de emergencias. Por su parte, el 42% tiene su plan familiar, pero sólo el 14% de las madres participantes lo ha compartido con su hijo. El 28% de las entrevistadas le ha dicho a su hijo dónde hay una persona que domine el lenguaje de señas que puede ayudarlo en caso de emergencia. Por otro lado, una de ellas, como parte del plan familiar, tiene preparada la mochila de emergencias. La mayoría señala que sus hijos tienen enfermedades respiratorias, como asma y alergias. Sin embargo, no han pensado que las mochilas de sus hijos sordos deben estar preparadas también con medicamentos para las condiciones respiratorias. El hijo de una de las madres entrevistadas tiene perlesía cerebral.

Algunas madres entrevistadas señalan que cuando su hijo no está con ellas, está en la escuela o al cuidado de un familiar. Por tal razón, no han tenido la necesidad de compartir la información sobre su plan familiar para emergencias. Reconocen, sin embargo, que, si ocurre una emergencia y su hijo está al cuidado de un familiar, la comunicación sería complicada ya que sus familiares no conocen el lenguaje de señas. Tampoco le han compartido el plan a sus familiares. Aunque la mayoría no le ha hablado a su hijo del plan familiar, el 71% afirma que ha tenido conversaciones con ellos sobre epidemias.

El 100% de las participantes conoce dónde quedan los hospitales o centros de salud más cercanos a los que podrían llevar a su hijo en caso de una emergencia en salud pública. Por su parte, el 57% sabe donde están **los refugios a los que le correspondería ir**. El 71% sabe dónde pedir ayuda en caso de una emergencia, mientras que el 85% señala que sus vecinos saben que tienen un hijo con incapacidad auditiva. El 42% de las mujeres entrevistadas tiene a mano la lista de teléfonos contactos si ocurre alguna de las emergencias mencionadas.

El 42% de las madres entrevistadas dijo que la incapacidad auditiva de

su hijo no les afecta para comunicarle información sobre emergencias en salud pública. Esto implica que la mayoría de las madres entrevistadas entiende que la incapacidad auditiva de su hijo sí le afecta para transmitirle esta información. Como consecuencia, estas madres necesitan de una persona que domine mejor que ellas el lenguaje de señas para que les ayude a llevar la información correctamente.

### El lenguaje de señas en el profesional de la salud y personal de apoyo durante emergencias

El 100% de las madres participantes está de acuerdo con que los médicos, las enfermeras y el personal de apoyo a la salud mental como sicólogos, trabajadores sociales y capellanes conozcan el lenguaje de señas para suplir sus necesidades en una emergencia en salud pública. Las experiencias que han tenido en la comunicación con los profesionales de la salud han sido muy pobres ya que no pueden comunicarse directamente con sus hijos. Una de las encuestadas indicó que, en principio, su hijo tuvo un mal diagnóstico antes de conocer que tenía incapacidad auditiva, precisamente, porque los médicos no podían comunicarse con el niño. Por otro lado, el 85% entiende que los paramédicos y el personal voluntario también debe dominar el lenguaje de señas para trabajar con sus hijos durante una emergencia.

### Fuente principal de información

Según las entrevistadas, la fuente para conocer información sobre emergencias en salud pública son los medios de comunicación tradicionales, principalmente, la televisión. Igualmente, leen todos los materiales educativos que se les suministran a sus hijos en la escuela y acceden a las redes sociales. Todas las madres enfatizaron la importancia que tiene la escuela al educar tanto a ellas como a los niños en temas de actualidad. Sin embargo, el 71% de las madres entrevistadas plantea que no necesita más información para preparar mejor a su familia sobre estos temas porque ya tienen suficiente información que les permite prepararse. El 100% reconoce la importancia de ellas educarse para educar a sus hijos. El 57% conoce que existe una ley que protege a personas con impedimento auditivo, pero no está muy claro en su contenido.

### Conclusiones e Implicaciones

La mayoría de las madres entrevistadas resultó ser jefas de familia. Por lo tanto, constituyen, junto a sus hijos sordos, una población vulnerable ante emergencias en salud pública. Esto impone mayor urgencia en desarrollar planes familiares de emergencia.

La población estudiada de madres de niños sordos demuestra ser bilingüe, lo que, según describe Jodar (2012), implica dominar el lenguaje oral y el lenguaje de señas. Sin embargo, no se perciben como expertas en este último lenguaje. Por lo tanto, aunque demuestran interés en hablar con sus hijos sobre temas de preparación en salud pública, prefieren que una persona con más experiencia en el lenguaje de señas les provea la información sobre estos temas a sus hijos. La escuela ha sido un ente medular en el aprendizaje del lenguaje de señas para estas madres. Ya que les proveen gratuitamente las clases de lenguaje de señas a ellas y a los padres de los niños. Estas madres agotan todos los recursos para tratar de tener una comunicación asertiva con sus hijos. Incluso, se muestran receptivas para hablar del tema de emergencias en salud pública y de su plan familiar a sus hijos a través de imágenes.

Según surge de la información obtenida, las madres tienen amplio conocimiento sobre el tema de los huracanes por la experiencia que se ha tenido en Puerto Rico. Igualmente ocurre con el tema de las epidemias por las situaciones con el dengue y la influenza en la Isla. Sin embargo, aunque conocen del tema no, necesariamente, siguen las medidas preventivas con sus hijos aunque reconocen que se podrían complicar con otras enfermedades que éstos padecen.

La mayoría de las madres encuestadas no se encuentra cerca del lugar en donde sus hijos pasan el mayor tiempo. Algunas están a más de una hora de la escuela. Por otro lado, la mayoría son jefas de familia. Por lo tanto, al igual que sus hijos constituyen una población vulnerable ante emergencias en salud pública, según define el Análisis de Amenazas, Vulnerabilidad y Riesgos de los Sistemas de Salud Pública, Servicios Médicos y Salud Mental en Puerto Rico (2014). Según describen, es difícil para sus familiares comunicarse con sus hijos. El padre del niño tampoco domina el lenguaje de señas y la mayoría de éstos no tiene relaciones con sus

hijos. Este panorama abre una oportunidad para que las madres establezcan el plan en todos sus componentes, incluyendo el tener listo los medicamentos que sus hijos podrían necesitar durante una emergencia y que se discuta este plan con sus hijos y familiares. Aunque los vecinos pueden ser de apoyo en momentos emergencias y saben que cerca vive un niño con incapacidad auditiva, las madres prefieren no contar con ellos en una emergencia ni hablarles sobre sus hijos.

Según se interpreta de la información obtenida, las madres entrevistadas descansan en la escuela no solo para que sus hijos tengan el conocimiento sobre temas de emergencias en salud pública, si no para ellas también informarse. Igualmente, según se desprende de sus conversaciones, las madres descansan en que durante una emergencia en salud pública sus hijos estarán en la escuela y el personal de la escuela sabrá **cómo proceder ya que**, según ellas describen: “Allí se hacen simulacros”. Por lo tanto, la escuela podría ser un vehículo para trabajar un currículo de emergencia en salud pública con la población de niños con incapacidad auditiva y, a su vez, con las madres. Según expresaron las madres que participaron en el estudio, ellas leen todos los materiales de sus hijos. Por lo tanto, es una oportunidad para desarrollar materiales educativos adaptados a los niveles de alfabetización de estas poblaciones vulnerables.

En cuanto al conocimiento de los profesionales de la salud y personal de apoyo de lenguaje de señas que pueda ayudar en una emergencia, las madres plantean que médicos, enfermeras, trabajadores sociales y personal de apoyo en la salud mental, así como paramédicos y voluntarios deben aprender el lenguaje. Según Dagon (2013) cuando los médicos preguntan a los sordos si comprenden, éstos responden que sí, aunque un 95% de los pacientes no entiende ni se siente respetado como personas. Las madres entrevistadas señalan que en una emergencia en salud pública son ellas quienes tendrían que mediar entre el médico y su hijo. Establece Lusich (2013) que la persona que acompaña al paciente sordo es quien proporciona sus datos. Por lo tanto, el paciente queda sin comunicar su necesidad ni su sentir. Sería recomendable que profesionales de la salud que trabajen con emergencias en

salud pública o personal de apoyo tengan conocimiento en el lenguaje de señas.

Finalmente, la mayoría de las madres entrevistadas desconoce el alcance de la Ley Número 136 de 1996: "Ley para Personas con Impedimentos Auditivo". La Ley, según reza, se enmendó para crear un programa de certificación de empleados públicos en el lenguaje de señas. Hace mandatorio que las agencias públicas seleccionen dos personas para completar dicho programa. Indica la Ley que: "La presencia de intérpretes certificados o asistencia tecnológica para comunicarse por medio del lenguaje de señas, les brindará a los funcionarios públicos, las herramientas necesarias básicas para la comunicación con personas con problemas de sordera, enriqueciendo sus posibilidades de comunicación" (1996). Durante una emergencia en salud pública la primera respuesta comienza en el nivel **más básico** del gobierno; los municipios. Las madres de los niños sordos deben conocer el alcance de la Ley y constatar la disponibilidad de estos servicios para minimizar el impacto que una emergencia en salud pública puede provocar en estas poblaciones vulnerables.

Se desprende que estas mujeres llevan cierta información a sus hijos relacionada con temas de preparación en salud pública, como por ejemplo las epidemias. Sin embargo, la falta de más exposición a información sobre las amenazas planteadas en este estudio, no les permite sentirse apoderadas para explicarlos a sus hijos en el lenguaje de señas. Por lo tanto, prefieren descansar en la escuela para que asuma este rol educador. Por otra parte, se les impone un obstáculo mayor al ser jefas de familia, que su círculo cercano no pueda comunicarse efectivamente con sus hijos y tener que lidiar con otros hijos y el resto de sus responsabilidades.

Aún así, el bilingüismo de estas madres hace una diferencia en la preparación en temas de salud pública con respecto a otras madres que no dominan el lenguaje de señas. Pocas madres en Puerto Rico tienen la oportunidad de tener hijos sordos en una institución que les ofrezca la alternativa de educarse en este segundo lenguaje. Esta oportunidad provee un espacio para continuar educándolas sobre temas puntuales que les ayuden a mitigar el impacto que una emergencia en salud pública pueda tener sobre ellas y sus hijos, ambos categorizados como poblaciones vulnerables ante emergencias.

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# The Importance of Bilingual Education

*A presentation from John King, US Department of Education*



*Good afternoon.*

*Thank you, Tom, for that kind introduction. I'm grateful to Tom for his leadership on behalf of education for the whole child, and for ensuring that every student in California has the opportunity to graduate ready for college and career success.*

*I'm grateful for the opportunity to join California Association for Bilingual Education (CABE) for today's conversation. I appreciate the leadership of Karling, Jan, and the CABE board, as well as the commitment that CABE has lived over many years to ensure that we advance bi-literacy and multi-literacy for all students. CABE's record includes launching the Seal of Bi-literacy here in California — which we then replicated in New York — and a commitment to the leadership development of teachers, principals, and school board members. These are critical efforts that are a testament to the strength of commitment in this room to bi-lingual education.*

*As a former high school social studies teacher, I like to put conversations in historical context. And I think it's important to take a moment to celebrate the transformation in the conversation around bilingual education over the last decade — thanks, in no small part, to the leadership of those in this room. One need look back only ten or fifteen years ago to see many folks making the wrong-headed assumption that students speaking a language other than English at home were a deficit, an obstacle, a problem to be fixed. But we've shifted.*

*Thanks to your hard work, the conversation has shifted, and we now have a better appreciation — I think not only here in California, but across the country — that bilingualism is an asset. Having the ability to speak multiple languages is a strength and an asset to be leveraged on behalf of student success.*

*We have a growing body of research that makes clear that students who are bilingual have advantages, not only in their literacy development, but in the development of problem-solving skills and other areas of cognition. What we see now is that bilingualism is a gift that we can give to our students and to our communities. And that is a powerful shift in our historical perspective on bilingualism.*

*We also understand more clearly the importance of bilingual education to students' understanding of self and community. Nelson Mandela once said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." That's a powerful statement.*

*If we give students the gift of bilingualism, of multilingualism — if we give students the gift of those skills and those opportunities — they have a better sense of themselves, their community, and their future, and a better appreciation for our diversity as a country. As Tom said, we aspire to a day when every child has the opportunity to be bilingual or multilingual and we have much work to do to pursue that goal.*

*We know that our competitiveness as a country depends, in part, on advancing that goal. A recent survey of California employers showed that a majority of employers, across all sectors, small business, large business, want and prefer bilingual employees. We know that our international competitors often do a significantly better job of preparing bilingual students. And so, we've got work to do as a country to ensure that we embrace bi-literacy and multi-literacy.*

*We also have work to do to ensure that our students who are English learners, who do not speak English at home as their first language, have the full range of opportunities. In too many places across the country, English*

*learners get less — less access to quality teachers, less access to advanced coursework, less access to the resources they need to succeed. That is the reality we must change, together.*

*We have a new opportunity with the Every Student Succeeds Act to move closer to the full range of opportunity for all students. But we have to approach that work with urgency. A new law only creates an opportunity — we have to seize that moment, by making the right policy decisions with strong engagement of stakeholders. I take that as a deep and important charge for the Department.*

*The President signed the Every Student Succeeds Act because he believes it advances the civil rights legacy of that law. Again, this is worth putting in historical context: the Every Student Succeeds Act is a reauthorization of the Elementary and Secondary Education Act of 1965. It was adopted as a civil rights law. It has to be viewed in the context of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Lyndon Johnson signed the Elementary and Secondary Education Act because he believed — as a former teacher — that education was our path to equality of opportunity in this country. The President signed the law because he believes we have an opportunity to advance that vision with this new law.*

*For me, this is deeply personal. I grew up in Brooklyn, and went to PS276 in Canarsie. When I was eight, my mom passed away; it was October of my fourth grade year. I lived with my dad, who was quite sick with Alzheimer's disease, but it was undiagnosed. I didn't know what home was going to be like from one night to the next. I can recall a night when my father woke me up at two in the morning and said, "Time to go to school." I remember clinging to the banister of the staircase in our house and saying, "No Daddy, it's not time to go to school. It's not time to go to school." I didn't understand why he was*

Nelson Mandela once said, **“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”** That’s a powerful statement.

*acting that way. I didn’t understand what was causing that. And that was how home was. Home was this unpredictable, scary place.*

*But school was amazing. School was a place that was engaging and interesting and compelling; it was a place where New York City public school teachers saw, in me, opportunity and hope. They could have looked at me and said, “Here’s an African-American, Latino young man growing up in New York City, in a public school, with a family in crisis — what chance does he have?” They could have given up on me. But instead they chose to invest in me, to see hope and possibility. Because they did — because they created classroom environments where I learned about a world beyond Canarsie, Brooklyn, because we went to the museum and to the ballet, because we did productions of Shakespeare, because we memorized the leader and capital of every country in the world and read the New York Times every day in elementary school, because they created this compelling, interesting place in school — I’m alive today. I became a teacher and principal to try to do what they did for me, for other kids. That is our shared obligation.*

*So as we approach implementing this law, we have to do it with that spirit. It gives us new tools. It gives us an opportunity to broaden the definition of educational excellence. Yes, we need students who have strong literacy skills. Yes, we need students who have strong math skills. But yes, we also want all students to have the gift of bi-literacy or multi-literacy.*

*We want all students to have science, social studies, art, and music, and the opportunity to develop socio-emotional skills. We want a broader definition of educational excellence. We want every student to have access to Advanced Placement courses and International Baccalaureate courses, and to be on the path to college and career success.*

*Today we have an opportunity — if we seize it — to broaden that definition of educational excellence. We also have an opportunity to rethink interventions in schools that are struggling. One of the problems of No Child Left Behind was a one-size-fits-all response to struggling schools, often disconnected to the actual struggles within the school building. We know that, in schools with significant populations of English learners, teachers need professional development and support; they need colleagues who have experience working successfully with English learners to develop strong bilingual students. We need those teachers brought to those schools that are struggling. We need time for educators in that school to collaborate to figure out how to best support their students. We need interventions that make sense, to meet the needs of students.*

*California has the opportunity to have that conversation. As we do, we must focus on the notion that our educators are our best path to educational success. What defines a quality education are strong teachers and strong principals. That’s why we’ve got to invest in our teachers and principals. Tom talked about the importance of this.*

*We’ve got to make sure that we invest in our teachers and our principals, so that they earn salaries that allow them to have successful lives. We’ve got to make sure that when we think about teacher preparation, that all teachers are prepared to work effectively with English learners — not just the bilingual teachers or the ESOL teachers. All teachers need those skills. We need to make sure that we have more bilingual teachers at every level. Particularly, I worry that our high schools often do not have the bilingual subject area teachers that we need. And, we need to increase teacher diversity. Today, in the United States, a majority of students in our schools are students of color. But only 18% of our teachers are*

*teachers of color. We have to do more to ensure diversity amongst our teachers and principals.*

*The investments that the President proposed in his 2017 budget are aligned to these very goals. He proposed investments in early learning — and we know there is a critical opportunity in early learning to pay attention to the dual-language learning opportunities, from the earliest years. How do we move forward as a country to ensure our long-term success? We invest early. We know there’s a nine to one return on investment for every dollar invested in early learning. The President’s proposed a path to universal preschool in the United States. We need to move down that path.*

*The President has proposed increasing Title III funding because we know our schools need more resources to support our diverse learners.*

*The President has proposed investing in projects to support our Native youth. We know that too many of our Native young people do not see hope for their future. One of the ways we can ensure that they have a sense of hope is to create school environments that support cultural competence, on the part of educators, that leverage students’ native languages and support their long-term learning.*

*The President has proposed an investment in teacher and principal preparation, to make sure we have that pipeline of bilingual teachers that we need.*

*The President has proposed an initiative called Respect: Best Job in the World, to invest a billion dollars to make sure that teaching in our highest-need schools is the best job in the world, including ensuring that teachers have the compensation and opportunities for professional development that are needed.*

*The President has proposed an initiative called Stronger Together, which asks us to confront the reality that, 60 years after Brown v. Board of Education, we still have communities where schools are more*



# Together, I hope that we move toward a vision of bi-literacy and multi-literacy, and college- and careerreadiness for every child.

*segregated today than they were a decade or two decades ago. With the Stronger Together initiative, we would invest in efforts that would bring students across districts and neighborhoods together — because we are stronger together. One of the ways that we can advance the Stronger Together vision is through dual language schools. We know that dual language schools are demonstrating great outcomes for our students. A multi-year study of dual language programs in North Carolina showed that, all students — students who spoke English at home and those who spoke languages other than English at home — not only had the benefit of learning both languages, but also had stronger academic outcomes. The Stronger Together initiative would create a pathway to investing in more dual language schools.*

*The President has proposed teacher loan forgiveness initiative — if you commit to teach in a high-need school, we ought to make sure that your higher education is affordable and that you are not saddled with debt you cannot repay.*

*The President has proposed ten thousand dollars in loan forgiveness and up to twenty-five thousand dollars for those who go to a highly-effective teacher preparation program, because we want to invest in our educators.*

*The President has also proposed America's College Promise — an initiative for every hard-working student in the America. These students should know that their first two years of community college, a Historically Black College or University, a Minority-Serving Institution, or a Hispanic-Serving Institution, will be free. We've got to make sure that we focus our higher education institutions on not just on enrolling low-income students, but on supporting students through to graduation. So as we move forward, the President is deeply committed to ensuring*

*that we deliver on the promise of equality of opportunity through education. We have to work with Congress to advance many of these proposals, and that can sometimes be challenging, but the Every Student Succeeds Act passed with overwhelming bipartisan support. I think we have an opportunity to build on that bipartisan momentum.*

*And, we have an opportunity to build on the bipartisan consensus around the importance of early learning, the critical role of our K-12 education system and our long-term economic future, and the role that higher education plays as a pathway to opportunity and to the middle class for those who are struggling. As we move forward, we have to acknowledge that our work as educators intersects with other areas of our students' lives. We have to acknowledge that our schools are embedded in communities.*

*Earlier today, I was in East Palo Alto talking with folks talking about the importance of connecting health and schools. For many of our students, if they don't have access to quality healthcare, quality mental health services, quality dental care, and quality eye care, it gets in the way of learning.*

*Today is actually the anniversary of the Affordable Care Act — an important anniversary. We've made important progress as a country towards expanding healthcare access, but we've got to make sure that our young people in schools have access to quality healthcare they need to succeed academically.*

*We've got to make sure that community-based organizations have the opportunity to partner with schools, to support students' needs after school and in the summer, and to provide services to families including engaging the families of our English learners. These community-based organizations can help us make sure that schools not only have translators, but on-site staff who speak*

*the languages of kids in the community, so that parents and schools can work together for the success of their children.*

*We've got to do a better job as a country of ensuring that every school welcomes all of our children, including students who are undocumented. This is one of the challenges that we face across the country. California has been more progressive about this than many other states. Every child has the right to a high quality education regardless of immigration status. So we've got to make sure that our young people understand that, regardless of the immigration status, higher education is possible for them. Again, California is ahead of the rest of the country on this — but we've got more work to do here and across the country in ensuring that every child has the opportunity to get a high-quality K-12 education and go on to success in college and careers.*

*We have tremendous opportunities, and we have tremendous challenges. Too many of our students drop out of high school. Too many of our students get to high school and are told, "No no, you have to go to remedial class. You go down the hall." And "remedial class" is a euphemism for "high school." These students are in college, but they're taking high school classes and paying college prices. We have tremendous challenges as a country — but there is nothing wrong that can't be fixed by what's right. Before me is a room of full of people who are about what is right in American education.*

*Together, I hope that we move toward a vision of bi-literacy and multi-literacy, and college- and careerreadiness for every child. I hope that we fulfill America's promise of equality of opportunity for all. It's an honor to be with you. It's an honor to do this work together. Thank you. ★*

# Chinese Language or Dialect: What's in a Name?

Chencen Cai, New York University and Miriam Eisenstein Ebsworth, New York University

Several years ago, I (second author) had an opportunity to observe a student teacher who had been placed in a bilingual (Chinese-English) class. I was surprised to discover that virtually all instruction and materials were in English with just a few Chinese symbols on the wall. When the lesson was over, I asked the teacher why no Chinese had been used in the lesson. She explained that three mutually unintelligible varieties of Chinese were spoken by the children in class and their families: Cantonese, Mandarin, and Fukienese. The person who had set up the class did not speak any Chinese languages and had placed the children based on their Home Language Questionnaire (HLQ) the parents had filled out: All had said they were from Chinese speaking homes.

What was the cause of this misunderstanding? The teacher, the administrator and the parents did not share the same meaning for what constitutes a language. Here we consider the terms *language*, *dialect*, and *variety* as used in the discussion of Chinese and the implications of this usage for educational and social norms, practices and policies. From a linguistic perspective, Chinese is an umbrella term for a broad family of languages, many of which do not share mutual oral intelligibility. In fact, there are 292 living languages in China today, which are associated with seven major linguistic families, often referred to by Chinese speakers in English as “dialect” groups (Chappell, 2001). Mandarin, Cantonese and Fukienese belong to three different groups, namely, Northern Chinese, Yue, and Min, respectively (Wong and Xiao, 2010). However, within the Chinese community, Mandarin (Putonghua) is often referred to as the Chinese language and the other two are often called Chinese dialects.

## Lost in Translation

One issue involves a challenge in translation. Mandarin has several terms to refer to Chinese varieties. These include: the Chinese word “fāngyán” (方言) which while often translated into English as “dialect,” actually is broader in semantic scope, and can refer to varieties of related languages that may or may not be mutually intelligible when spoken. To address this problem, Mair (1991) coined a new term, “topolect,” meaning a group of large regional varieties; this expression, if adopted, would provide a more accurate English translation of “fāngyán.” However, this term has not been widely accepted in common English speech, and the challenge of creating more transparent Chinese language labeling persists.

## Politics and Planning

Another dimension of this lexical debate revolves around issues of politics and language planning. In 1932, an

important text on pronunciation was published. *The Vocabulary of National Pronunciation for Everyday Use* caused debates on implementing the National Language (Guoyu) policy. There were different opinions between the North and the South about unifying the spoken language and retaining the local “dialects.” A suggested compromise was that while all Chinese should speak the National Language, each could also speak his/her local variety. However, no consensus was reached on this issue (Ramsey, 1987).

Mandarin was chosen in 1956 as the official language of wider communication and education throughout the People's Republic of China (PRC). While this policy and its implementation have been evolving over many decades, at this time, Mandarin (Putonghua) is the undisputed lingua franca of China and is used in a range of country-wide and global settings including educational institutions, media, film, and literature (Dong, 2010). Of course, there exist alternative forms of Mandarin that mark speakers in terms of regional, social, and educational affiliations (Norman, 1988). Western linguists would commonly say that all mutually intelligible varieties of Mandarin are dialects including the most standard and prestigious versions.

## Linguistics and Folk Linguistics

This brings up yet another confounding factor. For most linguists, a dialect is any variety that can be associated with a particular speech community, irrespective of prestige. However, English speakers informally use the word dialect to refer to varieties of a language which are

mutually intelligible with the standard, at least to some degree, but lack the status and power of the official standard form (Wolfram, 2004). Indeed, Niedzielski and Preston (2003) usefully distinguish notions about language that recur among non-linguists in the population versus the scientific knowledge and constructs used by linguists and applied linguists themselves. Clearly, folk notions regarding varieties of Chinese are in conflict with the understanding of language specialists regarding these alternative forms.

## Language, Respect, and Identity

Since languages and varieties have acknowledged value in that they carry social norms, local knowledge, history, and traditions, some speakers of Chinese varieties deemed “fāngyán” (dialects) complain that this terminology does not engender adequate respect for their language. For example, in a study of language attitudes among Cantonese speaking university students in Guangdong, Ng and Zhao (2015) reported a preference for bilingualism, which is not supported by national policy. The fact that schooling in China typically privileges Mandarin is also resulting in the loss of local languages among younger speakers, who sometimes even have difficulty communicating with grandparents and elders (Zhang & Ma, 2012).

According to UNESCO, Cantonese is a major world language rather than a dialect, broadly used in a range of settings. It has a distinctive phonology and morphology as well as a traditional orthography (Gao, 2012) and is associated with its speakers’ personal and social identities. In Gao’s recent study, Cantonese-speaking users of the Internet, dubbed “netizens” by the researcher, argued for Cantonese status as a language based on its historical connection to earlier literary forms, its use as a global as well as a regional lingua franca, and its important association with local identity.

## Writing with Meaning

A further complication is that while English is written alphabetically (graphemes correspond more or less to particular sounds), Chinese writing uses characters to represent concepts. Thus, two individuals who cannot communicate orally would

be able to write ideas to each other successfully using the same ideographs for lexical items with a common meaning but very different pronunciations. Although the writing reform of the PRC developed a simplified script, it is derived from traditional writing and both are still in use today. In addition, several phonetic scripts have been developed; the most commonly used is the Pinyin system which is helpful for foreigners who do not have the time or energy to master the 8,000 characters typically known by an educated Chinese person; over 50,000 exist (BBC, 2015).

## Questions and Challenges

Pandey (2015) is one of many scholars who value the transmission of heritage languages to the next generation. She writes: “Research shows that identity (i.e., feeling a sense of affinity towards one’s teacher and the school culture) is central to learning, particularly in the formative years...” (p.8).

At the same time, taking an additive view to multilingualism, many benefits have been attributed to the acquisition of more than one language. A heritage language connects the individual to family, community, and culture. The maintenance and growth of bilingualism and biliteracy have been shown to have very positive outcomes, both in terms of enhanced cognition (Bialystock, 2001; King and Mackay, 2007) and more robust self-esteem (Collins, et al., 2011). Naming Chinese languages and varieties in such a way that their importance is marked by what they are called could be helpful in promoting their acquisition and use in a bilingual, biliterate and/or multilingual setting. The value of a societal language of wider communication is also widely acknowledged. But this need not be achieved at the expense of local languages, which after all do have official status within the PRC. In China, as in the U.S. and elsewhere around the globe, the development of bilingualism and biliteracy, can potentially benefit individuals as well as society as a whole. “What’s in a name?” Juliet asked. Often a name can reveal our beliefs and attitudes- and what we call our languages and varieties can affect our feelings and perspectives about our languages and ourselves. ★

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# The Importance of Culture-Based Education

*Judith Caballero, Northern Arizona University*



One of the aspects in my life that has had the most significant impact on how I view educators and the school setting has been experiencing in my own skin what is like to be an English Language Learner. Every ELL has a unique experience, some more positive than others. I don't think mine was particularly negative, but it was quite challenging and sometimes a very lonely journey. First of all, not only was I learning a new language, but I was also a foreigner in this country. I didn't quite fit into the middle school where I was enrolled even though the teachers tried to make me feel included and welcomed. It was still difficult to acquire the new language, succeed academically, make friends and live a normal middle school student's life if there is such a thing. The few teachers who went the extra mile in helping me learn English and made special accommodations to help me learn academic content, really inspired me to one day pay them back by helping other students in my situation. I believe teachers should be aware of students' background culture and build upon their cultural differences to help students acquire English in a more meaningful and natural way, empower students, and prepare their students to participate in a multilingual and multicultural world.

For many minority children school and home have a significant mismatch. Students feel as if they were living in two different worlds, one in the morning and a different one in the evenings. In school it's appropriate to raise your hand before talking, throw away leftover food in the cafeteria, and sit "criss-cross apple sauce" for reading time, where at home they might get scolded for throwing food in the trash and don't know even know what apple sauce is! These are just a few simple examples of

how different life can be at these two places. It is okay to have different activities and rules for each setting; when it's not okay is when students can't relate to anything in the curriculum and therefore cannot make any connections to what they are learning.

It's important for teachers to get to know their students at a more personal level and not make any assumptions on each student's individual culture. Teachers must be aware of their students' primary languages, background culture, interests, and hobbies to construct a curriculum that is relevant to their students' lives. When students can make a connection to what they are learning at school they will be more engaged in the lesson and will have a better comprehension on the concepts being taught. Teaching and embracing the students' cultures can be embedded in the curriculum to enrich the lessons and to help students learn better. Debbie Zacarian (2013), the director for the Center for English Language Education and Advancing Student Achievement, makes a few recommendations for teachers working with English learners. She recommends that teachers help their students by connecting learning to socially relevant issues and building learning from students' personal, social, world, and cultural knowledge. She also recommends connecting students' learning to their literacy level, and explicitly telling students in terms they understand what they will be learning and what they will be doing to learn these objectives, and finally teaching students how to think to learn.

In addition to using students' culture and interest to shape the curriculum, school districts should offer more opportunities for students to have access for bilingual education. When primary home languages are respected and used in the classroom

for instruction, students have an easier time adjusting to school and have fewer barriers to access academic content. The Indian Nations At Risk Task Force found evidence that "schools that respect and support a student's language and culture are significantly more successful in educating those students" (As cited in Reyhner, 1996, p. 10). As a result of, the Task Force recommended that schools should promote students' languages and cultures. It is not necessary for students to lose their primary language to learn English. In fact using the primary language for instruction in the classroom has been demonstrated in various studies that it improves student achievement. Acquiring a second language is easier when a student can use his or her development and knowledge of the primary language, "Many studies have shown that cognitive and academic development in L1 has a strong, positive effect on L2 development for academic purposes (Ovando & Combs, 2006, p. 135). Jim Cummins refers to this as the "common underlying proficiency" (As cited in Ovando & Combs, 2006, p.135). Students depend on their first language knowledge and transfer their knowledge to the second language. I firmly believe in UNESCO's findings that "It is axiomatic that the best medium for teaching a child is in his mother tongue" (1953, p. 11).

Building upon students' heritage language and culture does not only benefit students' academic success but also empowers them as individuals. A culturally responsive classroom environment allows students to feel respected and safe to learn and participate. Teachers should invest time to create an atmosphere of mutual respect and trust among the students. One way of creating a culturally responsive classroom

is by building upon the students' different cultures represented in the classroom. The teacher can embed the students' cultural heritage, knowledge, and practices in the curriculum instead of teaching them as isolated cultural awareness lessons. Thematic units constructed with the help of students' input is, a good way to embed their background knowledge and culture without treating culture and academic content as separate subjects. When I refer to students' cultures, I mean their individual home cultures, as in their "funds of knowledge" (González, Moll, & Amanti, 2005). Here I don't mean the typical cultural subjects such as celebrations, music, and foods. It is important to get to know the students and their particular funds of knowledge to create an efficient curriculum.

Not creating a positive environment where the non-mainstream children's culture is respected can have serious consequences. According to Navin Singh, having a mismatch between school and home can result in; teacher-student confrontation and miscommunication, hostility, alienation, poor self esteem, and school failure (2011). Students should feel that even though their cultures might not be the standard or norm, they are accepted and welcomed in the school. Students who feel alienated at school might develop a sense of cultural embarrassment and distrust with their teachers. In the words of Geneva Gay, "The validation, information, and pride that culturally appropriate pedagogy generates are both psychologically and intellectually liberating" (Singh, 2011, p. 18). Students who feel their language and culture are valued not only perform better academically, in addition they grow up to be more independent and active citizens ready to participate in their communities.

Building upon the different students' background culture and knowledge to construct the classroom's curriculum helps prepare students to become respectful citizens of today's global community. Establishing a strong sense of respect towards other's heritage language and culture among the students from an early age is necessary to prepare students for today's pluralistic society in the United States and around the world. Through cooperative learning and team building activities in the classroom, students can learn about each others' different cultures and learn to

respect and value their differences. Sonia Nieto recommends treating discrimination in school by cooperative learning and the inclusion of social justice issues within the academic content instead of "one-shot" lessons delivered sporadically lessons throughout the year (as cited in Ovando & Combs, 2006, p. 210). Eliminating biases and prejudice in the classroom might not be completely possible, but we can expose students to carefully examine their feelings and watch carefully how these pre-conceived ideas can hinder our relationships inside and outside of the classroom. One of my favorite ways of building trust and sense of community in the classroom is by having special read aloud moments in the classroom, of carefully selected pieces of children's literature that promote multicultural views and languages. Exposing students to different samples of children's literature that touch on these sensitive subjects and then discussing them at an appropriate student level can bring benefits to everyone in the classroom, not only emotionally but academically as well. Teachers can be a source of information that liberates students from old pre-conceived ideas and biases that they might have been carrying from home. This can be a liberating process for the students as they learn to respect themselves and their peers for who they are as individuals.

I believe teachers have a responsibility as educators, mentors, and role models to get to know their students cultural background and use it to construct their classroom's curriculum. First of all students of non-stream cultures might be learning English as their second language and allowing them to use and pull on their knowledge from their primary language helps their learning and softens their transition. In addition to

**Teachers must be aware of their students' primary languages, background culture, interests, and hobbies to construct a curriculum that is relevant to their students' lives.**

this, when students view their cultures and language being promoted at school they feel included in their school community empowering them and creating a sense of cultural heritage pride. As a result, they grow up to be active community members who know they have a voice and can offer an important contribution to their society. Exposing students to the different cultures represented in their classrooms allows them to view the similarities and differences they share creating a sense of tolerance. Culturally appropriate education helps students reflect on social justice topics discussed in the classroom developing critical thinkers and liberates them from ignorance and fear. Teachers need to take the time to develop and modify their academic curriculum to include their students' different cultural background to create a more positive, and productive school experience for all children. ★

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# Perfil de los estudios sobre la mujer y su relación con el multilingüismo: Análisis bibliométrico

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## Resumen

La bibliometría es una metodología mediante la cual puede estudiarse las características de la producción científica y su comunicación en base a bibliografías y fuentes de información. Dicha metodología fue utilizada para observar el crecimiento de la producción académica en temas relacionados con estudios de la mujer especialmente en el aspecto del multilingüismo. La misma permitió observar cuales son los autores más productivos en estos temas, las revistas donde se publican más trabajos relacionados y los autores con mayor impacto. Para ello se realizaron búsquedas en Google Scholar (GS) utilizando palabras claves tanto en inglés como en español y seleccionando aquellos trabajos publicados en el periodo desde 2000 hasta 2014 ambos inclusive. Si bien es cierto que GS no posee los controles de calidad que si tienen otras fuentes como la Web of Knowledge o Scopus, también es cierto que no tiene los sesgos idiomáticos identificados en las bases de datos mencionadas. El programa Publish or Perish permitió descargar los datos de GS para realizar el análisis de citas recibidas en cada trabajo. Con esta metodología se recuperaron 16,358 trabajos identificando el libro *Other People Childrens de Lisa Delpit* como el trabajo de mayor impacto al recibir 5,518 citas.

## Introducción

La evaluación de la ciencia es un tema que se ha abordado desde diferentes perspectivas tanto cualitativas (utilizando la valoración por expertos) como cuantitativa (utilizando

indicadores bibliométricos). De acuerdo con Lascurren (2006) la valoración realizada por expertos está avalada por ser uno de los sistemas de evaluación con mayor tradición y está basada en la opinión que realizan los especialistas de una materia en concreto sobre las investigaciones realizadas en la misma. Por otra parte y de acuerdo con Sanz-Casado y Martín Moreno (1997), los indicadores bibliométricos son datos numéricos que se obtienen en base a “los documentos que publican los científicos o que utilizan los usuarios y que permiten el análisis de las diferentes características de su actividad científica” En estos casos se habla de los documentos publicados como “producción, mientras la información que se utiliza es conocida como “consumo”.

Para efectos de este trabajo se ha planteado un objetivo general que busca conocer el perfil de las publicaciones sobre el multilingüismo en los estudios de la mujer. Para ello se han desarrollado unos objetivos específicos que se desglosan a continuación.

1. Identificar la producción anual de trabajos sobre multilingüismo y mujer
2. Identificar cuáles son los autores más productivos
3. Identificar cuáles son los autores más citados
4. Identificar cuáles son los trabajos de mayor impacto en base a las citas recibidas.

## Metodología

En el ambiente académico existen diferentes bases de datos que recogen las publicaciones académicas sobre diversos temas, este es el caso de la Web of Science (WOS) de Thomson Reuter<sup>1</sup> y Scopus de Elsevier<sup>2</sup>. Dichas bases de datos son reconocidas ya

que indican tener unos estándares de calidad estructurados para evaluar las publicaciones que incluyen. Sin embargo, la literatura presenta como las mismas tienen un gran sesgo al indizar principalmente revistas del mundo anglosajón además de ser bases de datos costosas (Archambault y Gané (2004). Por otra parte, Google Scholar no cuenta con los estándares de calidad que tienen las mencionadas bases de datos sin embargo tiene la ventaja de incluir mayor variedad de tipos de documentos como capítulos de libros y mayor cantidad de congresos lo que la convierte en una alternativa viable ante las primeras dos (Torres-Salinas y otros, 2009; Orduña-Malea y otros, 2009; Baneyx, 2008).

Con la intención de conocer el perfil de las publicaciones relacionadas con multilingüismo y mujer se ha realizado una búsqueda en Google Scholar (GS). Para ello se ha utilizado el programa Publish or Perish (PoP) versión 4 de Harzing<sup>3</sup>. Si bien es cierto que PoP permite recoger diferentes indicadores, para efectos de este trabajo solamente se utilizaron los datos de total de trabajos y total de citas recibidas por los mismos. En este caso optamos por una delimitación temporal que incluye desde el año 2000 hasta el 2014. Para identificar los trabajos relacionados con nuestro tema de interés se utilizaron buscadores booleanos para combinar los conceptos: multilingualism, multilingüismo, mujer, género, genero (sin acento), woman, women, gender. La búsqueda por términos tanto en inglés como en español provocó que se duplicaran resultados los cuales fueron descartados. Una vez obtenidos los trabajos, se descargaron a una tabla de Excel para el proceso de normalizar

el cual busca estandarizar la entrada de títulos y autores. Una vez obtenidos los datos de cantidad de títulos y citas se identificaron los autores de dichos trabajos. Finalmente se utilizaron las herramientas de Excel para crear tablas y gráficas.

## Resultados y discusión

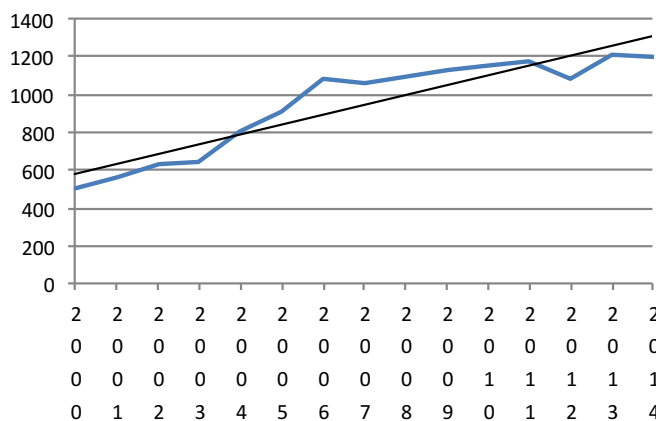
Con la metodología antes descrita se identificaron 16,358 trabajos. Una vez que fueron normalizados los datos se unificaron en 16,220 títulos de trabajos publicados que están indizados en Google Scholar (GS) para el periodo entre 2000 a 2014 ambos inclusive y que a su vez cumplen con el requisito de tratar los temas del multilingüismo y mujer.

Los temas de multilingüismo y mujer van cobrando importancia con el tiempo, esto puede verse con el aumento de publicaciones en el periodo estudiado. Se identificaron 16,220 trabajos en un periodo de 15 años lo que implica un promedio de 1,081 trabajos por año. Destaca el crecimiento producido en 2006 y la disminución en 2012, aunque en términos generales se percibe una tendencia a incrementar las publicaciones. Esta situación la podríamos interpretar como un aumento en el interés por dichos temas.

Entre los 16,220 trabajos recuperados, identificamos 1,975 (12%) que no tenían fecha de publicación con lo cual fueron considerados en el estudio pero no en la producción por año. Luego, si observamos la Ilustración 1 donde se reflejan los 14,245 trabajos que si tienen fecha de publicación podemos ver que el primer periodo que cubre desde el año 2000 hasta el 2007 (8 años) obtenemos una producción de 6,202 trabajos lo que representa un promedio de 775 trabajos por año. Mientras tanto, si observamos el segundo periodo que cubre desde 2008 hasta 2014 encontramos 8,043 trabajos lo que representa un promedio de 1,149 por año. Este aumento en la producción es importante ya que puede indicar el interés que ha ido generando el tema del multilingüismo en la mujer a través del tiempo y especialmente en los años más recientes.

Sin embargo, la cantidad de artículos producidos todavía es un poco baja si lo comparamos con una búsqueda general en GS sobre estudios de la mujer que puede recuperar sobre 596,000 artículos si lo limitamos al mismo periodo de tiempo. Con

## Ilustración 1: Producción anual Producción de trabajos por año



lo cual este tema representa cerca del 3% de los trabajos sobre estudios de la mujer que están indizados en GS. De igual manera, un estudio realizado por Hernández-Pozo (2013) encontró que los estudios sobre la mujer en las bases académicas de Scopus (de alcance mundial) y REDALYC (regional) recuperan 306,844 y 159,482 artículos sobre la mujer respectivamente. A diferencia de GS las bases de datos de Scopus y REDALYC tienen mayores controles de calidad al momento de indizar las publicaciones. Si bien es cierto que sería necesario realizar un análisis sobre multilingüismo dentro de los resultados reflejados en dichas bases de datos, al menos permite tener una idea de la importancia que están cobrando los estudios sobre la mujer desde diferentes perspectivas. De acuerdo con el análisis realizado por Hernández-Pozo los temas más tratados que giran en torno a la mujer son: Estudios interdisciplinarios, Psicología, Medicina y temas de salud, Homosexualidad, Transgénero y estudios *Queer*, Asuntos étnicos, Estudios religiosos, Ciencias Políticas, Aspectos de desarrollo y Educación entre otros temas con menor frecuencia.

Si bien es cierto que la realidad de la mujer puede cambiar de acuerdo a la política y costumbres de cada país, nos pareció importante presentar los resultados de un estudio similar realizado en Malaysia donde se observó la evolución de las publicaciones sobre mujer durante el periodo de 1990 al 2000. En dicho estudio realizado por Zainab (2008) se encontró que las publicaciones sobre este tema van en

aumento en ese país y los temas más tratados están relacionados con economía y situación laboral además de aspectos socio-culturales como ceremonias, matrimonios y madres solteras. Puede observarse que en estudios distintos puede haber una diferencia en la clasificación temática utilizada para agrupar los temas de interés al momento de publicar, sin embargo, la constante en todos estos estudios es que las publicaciones relacionadas a la mujer van en aumento.

Tabla 1: Colaboración

Autores	Trabajos	% Trabajos
1	12317	75.9
2	2662	16.4
3	882	5.4
4	268	1.7
5	86	0.5
6	5	0.0
Total	16220	100

Con respecto a la cantidad de autores se encontraron 18,127 autores que aportan 21,819 firmas. Se observó que la inmensa mayoría de los trabajos fueron firmados en solitario, estos datos pueden verse en la tabla 1. Mientras el 76% de los trabajos cuenta con un solo autor el restante 24% fue publicado por dos autores o más. Cabe destacar que los trabajos de múltiple autoría están muy poco representados observando que aquellos con tres autores o más solamente representan cerca del 8% del total de trabajos recuperados para este

estudio. Al dividir la cantidad de autores (18,127) entre los trabajos identificados (16,220) obtenemos 1.1 trabajos por autor. Luego si observamos la cantidad de firmas (21,819) por trabajos tenemos una aproximado de 1.3 autores por trabajo. En términos generales puede decirse que en el periodo estudiado cada autor produjo un solo trabajo y que principalmente dicho trabajo fue en solitario.

En este mismo sentido la literatura refleja que la producción en Ciencias Sociales en general tiene una colaboración baja tal como lo indican los estudios realizados por Arquero (2003) al analizar la producción en España y un estudio realizado por Westbrook (1997) al analizar las investigaciones sobre la mujer. Otro estudio realizado por Waast y otros (2010) encontró que la producción en el Norte de África para los temas de ciencias sociales es baja y cada autor produce en promedio 1 artículo cada tres años. Otro estudio realizado por Sethi y Panda (2013) evaluó dos publicaciones distintas: Social Science Research y Women's studies International Forum encontrando que en ambas la producción por autor es baja y con respecto a la colaboración encontraron mayor nivel de colaboración en la revista Social Science Research que en la Revista Women's studies International Forum apuntando que en dicha publicación especializada en estudios sobre la mujer la investigación tiende a ser una actividad individual más que en colaboración. De igual manera Marí-Vilar y Estellés-Asensi (2014) estudiaron la producción en la revista Psychology and Aging donde encontraron que el término mujer es una de las palabras claves más utilizada confirmando el interés por este tipo de estudio. En dicha revista se observó que los autores han producido cerca de 6 artículos en los 10 años analizados lo que representa un producción un poco menor a 1 artículo por año.

Por otra parte, en lo que respecta a las citas recibidas por los trabajos recuperados, se observó que las mismas van en disminución tal como puede observarse en la Ilustración 2. Sin embargo, esta situación se considera normal ya que está relacionada al hecho de que los trabajos más antiguos han estado expuestos al público mayor tiempo y por ello tienen mayor probabilidad de ser citados. Aun así, este tipo de gráfica sirve para identificar comportamientos especiales como es el caso del año 2006 ya que es

el año que recibe más citas en términos generales y que a su vez coincide con el año donde hubo un aumento en la producción. Distingue el año 2009 ya que también hubo un aumento en las citas recibidas. De igual manera y con respecto a las citas recibidas de acuerdo a la cantidad de autores, puede intuirse que el publicar en grupos o la multi-autoría representa un aumento en la visibilidad de estos trabajos. Tal como puede verse en la tabla 2 los trabajos con mayor cantidad de autores no habían recibido ninguna cita al momento de realizar la búsqueda en GS, sin embargo al observar la ilustración 3 y comparar los valores la línea de tendencia muestra un aumento.

**Tabla 2: Citas por trabajo en colaboración**

Cantidad Autores	Citas por trabajo
5	0.24
4	0.09
1	0.08
3	0.07
2	0.06
6	0.00

En términos generales estamos trabajando con una cantidad de 16,220 trabajos que han recibido 223,860 citas. Al observar los trabajos publicados por un solo autor se encontraron 163,503 citas para 12,317 trabajos. En la misma línea se encontró que los trabajos publicados por dos autores recibieron 45,075 citas para 2,662 trabajos. En aquellos casos en que

participaron tres autores se encontró que recibieron 12,018 citas en 882 trabajos publicados. Luego en los casos en que la cantidad de autores fue de 4 se recibieron 2,908 citas en 268 trabajos producidos. De igual manera en los casos en que la cantidad de firmas en el trabajo era de 5 personas se observó que recibieron 356 citas para 86 trabajos y finalmente en aquellos casos en que participaron 6 autores o más no se recibió ninguna cita en 5 trabajos identificados. Al observar estos datos en términos de cuanto representan las citas recibidas por cada trabajo publicado, puede verse en la tabla 2 que aquellos trabajos publicados por un solo autor obtienen un promedio de 0.08 citas por trabajo mientras que los publicados por dos autores tienen un promedio de 0.06 citas por trabajo. Los trabajos con 5 autores son los que más citas por trabajo obtuvieron en promedio mientras los trabajos con 6 autores no fueron citados. Estos datos concuerdan con los encontrados por Cabezas-Clavijo y otros (2013) quienes observaron la producción y visibilidad de varios grupos de investigación. En dicho estudio encontraron que los grupos grandes tenían más producción y mayor posibilidad de publicar en revistas de alto impacto. Si bien es cierto que en este estudio no se percibe que publicar en grupo genere más trabajos publicados si se percibe que pueden obtenerse más citas por trabajo.

Por su parte los autores o grupos de autores más citados se presentan en la tabla 3. En dicha tabla pueden verse 32 autores participando en los 23 trabajos que han recibido más de mil citas. De estos, 15 trabajos (65%) fueron firmados en solitario.

**Ilustración 2: Ilustración 2 Citas**





**Tabla 3: Citas por autor**

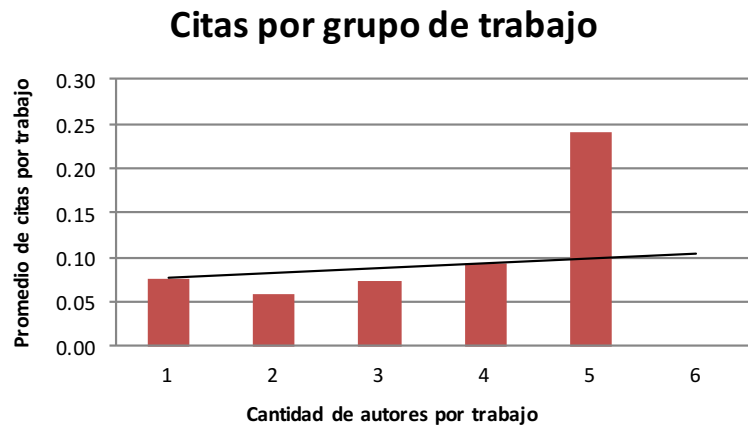
Citas	Autores
5518	LD Delpit
3394	J Cummins
3046	R Cabeza, L Nyberg
2949	M Bal, C Van Boheemen
2521	R Wardhaugh, JM Fuller
2347	J Aitchison
1894	B Rampton
1802	J Blommaert
1792	J Holmes
1751	M Baker, K Malmkjær
1672	T Skutnabb-Kangas
1627	J Coates
1489	D Crystal
1455	G Deleuze, C Parnet
1414	A Pennycook
1379	SG Thomason
1353	JF Hamers, MHA Blanc
1291	D Barton, M Hamilton, R Ivanič
1174	JT Irvine, S Gal
1117	T Boellstorff
1074	S Vertovec
1022	D Nettle
1017	B Street

De igual manera se observó que las citas están concentradas en un pequeño grupo de trabajos. De los 16,220 trabajos recuperados, 8,060 no habían sido citados al momento de hacer la búsqueda y de igual manera 1,539 trabajos solamente han recibido una cita. Estos datos contrastan con el hecho de que 23 trabajos fueron citados más de mil veces. De igual manera se observó que el 50% de las citas están concentradas en 229 trabajos. Desde el punto de vista porcentual se entiende que el 50% de las citas están concentradas en el 1,4% de los trabajos mientras que se necesitan 15,991(98,6%) trabajos para reunir el restante 50% de las citas. De igual manera 8,060 trabajos (o sea el 50%) no se había citado al momento de la búsqueda y 9.5% solamente había recibido una cita. En este sentido puede decirse que a pesar de haber mucha dispersión en la producción de trabajos por autor, hay mucha concentración en los trabajos citados. La tabla 4 muestra los títulos de los trabajos que más citas han recibido.

Por otra parte, se consideró importante identificar los autores que más trabajos han producido en los temas bajo estudio independientemente si publicaron en solitario o si alguno de sus trabajos fue

citado. Para ello se presenta la tabla 5 donde se percibe como hay mucha dispersión en los trabajos publicados puesto que el autor con mayor producción tiene 41 trabajos lo que representa menos

**Ilustración 3 Promedio citas por trabajo en grupo**



**Tabla 4: Citas por título**

Cites	Title
5518	Other people's children: Cultural conflict in the classroom
3394	Language, power, and pedagogy: Bilingual children in the crossfire
3046	Imaging cognition II: An empirical review of 275 PET and fMRI studies
2949	Narratology: Introduction to the theory of narrative
2521	An Introduction to Sociolinguistics
2347	Words in the mind: An introduction to the mental lexicon
1894	Crossings: Language and ethnicity among adolescents
1802	Discourse: A critical introduction
1792	An introduction to sociolinguistics
1751	Routledge encyclopedia of translation studies
1672	Linguistic Genocide in Education--or Worldwide Diversity and Human Rights?
1627	Women, men, and language: A sociolinguistic account of gender differences in language
1489	Language death
1455	Dialogues II
1414	Critical applied linguistics: A critical introduction
1379	Language contact
1353	Bilinguality and bilingualism
1291	Situated literacies: Reading and writing in context
1174	Language ideology and linguistic differentiation
1117	Coming of age in Second Life: An anthropologist explores the virtually human
1074	Super-diversity and its implications
1022	Vanishing Voices: The Extinction of the World's Languages: The Extinction of the World's Languages
1017	What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice

**Tabla 5: Producción por autor**

Autores	Trabajos	%
A Pavlenko	41	0.25
I Piller	25	0.15
AY Aikhenvald	25	0.15
J Blommaert	24	0.15
M Ennaji	22	0.14
JM Dewaele	20	0.12
NH Hornberger	19	0.12
B Spolsky	19	0.12
A Blackledge	18	0.11
R Mesthrie	17	0.10
M Heller	17	0.10
F Sadiqi	17	0.10
A Pennycook	17	0.10
TM Milani	13	0.08
D Block	12	0.07
C Kramersch	12	0.07
S Romaine	11	0.07
M Clyne	11	0.07
F Meakins	11	0.07
A Deumert	11	0.07
P VAIL	10	0.06
RW Bailey	10	0.06
J Collins	10	0.06
A Luke	10	0.06
D Crystal	10	0.06
EA Anchimbe	10	0.06
B Norton	10	0.06

del 1% (0.25%) del total de trabajos identificados que fueron 16,220. Ese mismo autor produce un promedio de cerca de 3 trabajos por año para ser el mayor productor, los siguientes producen un promedio de 2 trabajos por año y hasta menos de eso. En términos generales se encontraron 18,127 autores que producen 21,819 firmas. De estos destacamos que 4,351 autores producen 8,110 trabajos lo que implica que el 24% de los autores produce el 50% de los trabajos. Esto es contrario a lo que suele observarse en la literatura relacionada donde el 20% de los autores produce el 80% de los trabajos (Ardanuy, 2012)<sup>4</sup>. La tabla 5 muestra únicamente aquellos autores con más de 10 trabajos publicados, en este caso 27 autores. En contraste 15,990 autores solo tiene un trabajo firmado en el periodo estudiado.

**Tabla 6: Autores productivos y citados**

Autores más citados	Autores más productivos
LD Delpit	A Pavlenko
J Cummins	I Piller
R Cabeza, L Nyberg	AY Aikhenvald
M Bal, C Van Boheemen	J Blommaert
R Wardhaugh, JM Fuller	M Ennaji
J Aitchison	JM Dewaele
B Rampton	NH Hornberger
J Blommaert	B Spolsky
J Holmes	A Blackledge
M Baker, K Malmkjær	R Mesthrie
T Skutnabb-Kangas	M Heller
J Coates	F Sadiqi
D Crystal	A Pennycook
G Deleuze, C Parnet	TM Milani
A Pennycook	D Block
SG Thomason	C Kramersch
JF Hamers, MHA Blanc	S Romaine
D Barton, M Hamilton, R Ivanič	M Clyne
JT Irvine, S Gal	F Meakins
T Boellstorff	A Deumert
S Vertovec	P VAIL
D Nettle	RW Bailey
B Street	J Collins
J Cummins	A Luke
R Cabeza, L Nyberg	D Crystal
M Bal, C Van Boheemen	EA Anchimbe
R Wardhaugh, JM Fuller	B Norton
J Aitchison	
B Rampton	
J Blommaert	
J Holmes	
M Baker, K Malmkjær	
T Skutnabb-Kangas	
J Coates	
D Crystal	
G Deleuze, C Parnet	
A Pennycook	
SG Thomason	
JF Hamers, MHA Blanc	
D Barton, M Hamilton, R Ivanič	
JT Irvine, S Gal	
T Boellstorff	
S Vertovec	
D Nettle	
B Street	

La tabla 6 a continuación presenta los autores citados en más de 1,000 ocasiones y los autores con mayor producción al tener más de 10 trabajos en el periodo observado (comparación entre la tabla 3 y la tabla 5)

Como puede verse en la tabla 6 no hay mucha coincidencia entre los autores más productivos y los más citados. Destacan 3 autores que se encuentran en dicho selectivo grupo de tener una de las producciones más altas y que a su vez sus trabajos han sido citados: J Blommaert, D Crystal y A Pennycook.

## Conclusiones

Con los resultados obtenidos podemos decir que el tema de multilingüismo representa un porcentaje bajo en relación con la totalidad de estudios sobre la mujer que están indexados en GS, sin embargo, es un tema cuya producción va en aumento lo que puede confirmarse en los 7 años más recientes. De igual manera es un tema que no se trabaja en grupos de investigación, más bien, la producción es el resultado principalmente de investigadores en solitario. Cabe señalar que entre las limitaciones de este trabajo se encuentra el observar el comportamiento

de las publicaciones y no los motivos para dicho comportamiento, con lo cual será necesario un análisis más profundo que ayude a identificar los motivos para que en 2006 se reflejara el año de mayor producción y luego una disminución temporal en 2012.

Los autores más productivos presentan entre 41 a 25 trabajos en los 15 años observados lo cual representa menos del 1% del total de la producción (16,220). De igual manera se observó que el 24% de los autores produce el 50% de los trabajos. Esto nos refleja la gran dispersión que hay en este tema puesto que la distribución que se observa mayormente es que el 20% de los autores produce el 80% de los trabajos. De igual manera mientras 27 autores tienen más de 10 trabajos, ya sean firmados en solitario o en grupo, 15,990 autores solo firmaron un trabajo en el mismo periodo de tiempo. Este último grupo pueden considerarse autores ocasionales en este tema.

Por otra parte las citas recibidas pueden considerarse como la visibilidad o el impacto que los trabajos y autores han tenido. En lo que respecta a los autores se observa una alta concentración en citas recibidas puesto que el 50% de las citas está centrada en el 1.4% de los trabajos. Por otra parte, se observa que los trabajos realizados en grupo reciben un promedio de citas por trabajo más alto que los firmados en solitario. Luego, al comparar los autores más citados y los más productivos observamos que solamente 3 autores se encuentran en dicho grupo.

Al observar los títulos más citados se observa que hay bastante concentración en las citas recibidas por estos trabajos y el 50% de los trabajos no han sido citados durante el periodo estudiado. De igual manera es importante señalar que los dos trabajos más citados están relacionados con temas de educación: *Other people's children: Cultural conflict in the classroom* y *Language, power and pedagogy: Bilingual children in the crossfire*.

Puede inferirse que el tema de multilingüismo en la mujer es uno que se ha trabajado poco y en el que hay muy pocos grupos de investigación trabajando en ello. Sin embargo, su producción apunta a que es un tema que va ganando interés puesto que cada vez se publican más trabajos al respecto. Este tema podría ser un punto de unión entre los grupos de investigación que trabajan temas relacionados a la mujer y los grupos de investigación que trabajan temas relacionados a lenguaje o idiomas. ★

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## Endnotes

- 1 <http://thomsonreuters.com/en/products-services/scholarly-scientific-research/scholarly-search-and-discovery/web-of-science.html>
- 2 <http://www.elsevier.com/online-tools/scopus>
- 3 <http://www.harzing.com/pop.htm>
- 4 Ardanuy (2012) al explicar la Let de Lotka.

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**La Dra. Sarivette Ortiz** posee una licenciatura en Administración de Empresas y una maestría en Biblioteconomía y Documentación ambos de la Universidad de Puerto Rico. También posee un doctorado en Documentación de la Universidad Carlos III en Madrid. De igual manera tiene más de 15 años de experiencia profesional en el ámbito de la biblioteconomía y documentación habiendo trabajado en bibliotecas universitarias, bibliotecas gubernamentales y una editorial multinacional con sede en España. Actualmente trabaja para el Sistema Universitario Ana G. Méndez como Directora del Centro de Recursos para el Aprendizaje.