



Case Studies of Language Maintenance: Educational Experiences of Bilingual First-Generation Students

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Agenda

- ★ Purpose of Investigation
- ★ Literature Review
- ★ Research Questions
- ★ Methodology
- ★ Results
- ★ Discussion
- ★ Conclusion
- ★ Acknowledgments
- ★ Bibliography
- ★ Questions



Ricevuto, J (2022) via www.facultyfocus.com



Purpose of the Investigation

- ★ To examine the educational and personal experiences of two bilingual first-generation students.



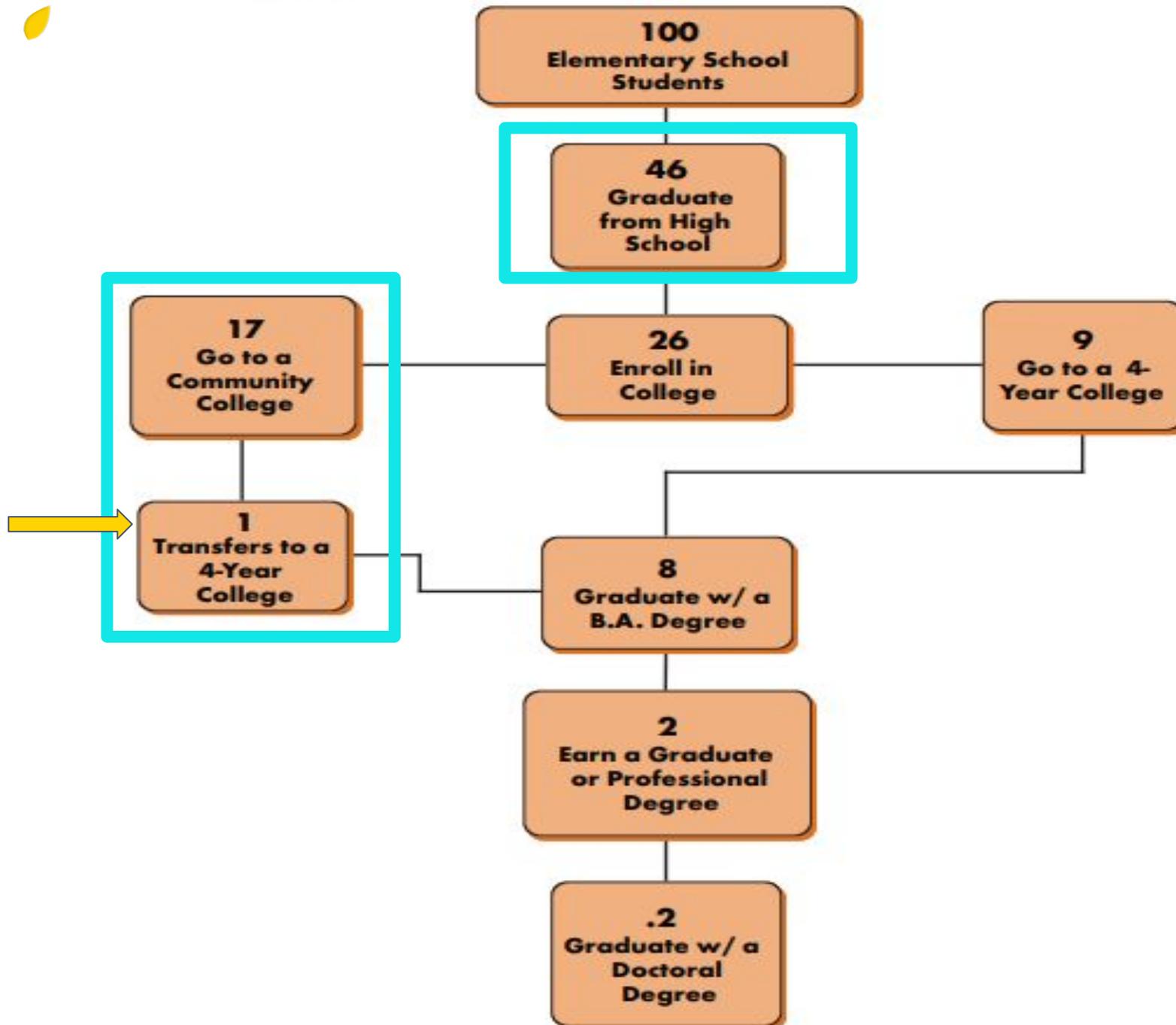


Literature Review

- ★ The History of Bilingual Programs
 - United States and California
 - Proposition 227 and 58
- ★ The Educational Experiences of Latinos (Delgado-Gaitan, C. (2004), LeFevre, A. L., & Shaw, T. V. (2011), Yosso, T. J., & Solórzano, D. G. (2013))



Ellis, M. (2023) via <https://www.grammarly.com/>



Yosso & Solórzano (2013) Policy Brief

Yosso, T. J., & Solórzano, D. G. (2013). via <https://www.chicano.ucla.edu/>



Methodology

- ★ Context:
 - University Students
 - Central Coast of California
- ★ Virtual interviews through Zoom
 - Participants Anahí & Alex (pseudonyms)
- ★ Semi-structured interviews
- ★ Both interviews lasted approximately 30 minutes

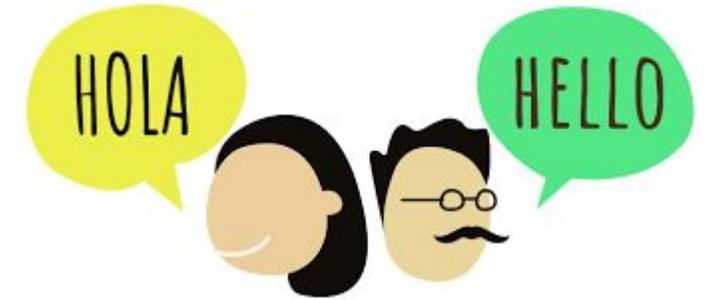


CrazyPhunk (2007)
via Wikimedia Commons



Anahí (26, Zacatecas, MX)

- ★ Linguistic practices at home
 - Raised speaking Spanish
- ★ Educational support at home
 - Sought help from teachers
- ★ Educational experiences in Spanish/English courses
 - Bilingual classes up to sixth grade
- ★ Linguistic discrimination
 - Teacher angered at use of Spanish



(2020) via <https://bilingualeducatorsvirtualsummit.com/>

Anahí

- ★ Educational Expectations/Pressures
 - Dad: Wants her to seek employment
 - Mom: Supports her education
- ★ Community College Experience
 - Stress from years of studying
- ★ Professional Context
 - “...*mis compañeras, no hablan muy bien el español*”
 - “...my classmates don't speak Spanish very well”



Rodriguez, F. (2011) via
<https://favianna.typepad.com>



Alex (22, Monterey, CA)

- ★ Linguistic practices at home
 - Exclusively Spanish
- ★ Academic support at home
 - Neighbor who was a tutor
- ★ Educational experiences in Spanish
 - Monolingual English classes until high school
- ★ Linguistic discrimination
 - Never prohibited Spanish use



Alex

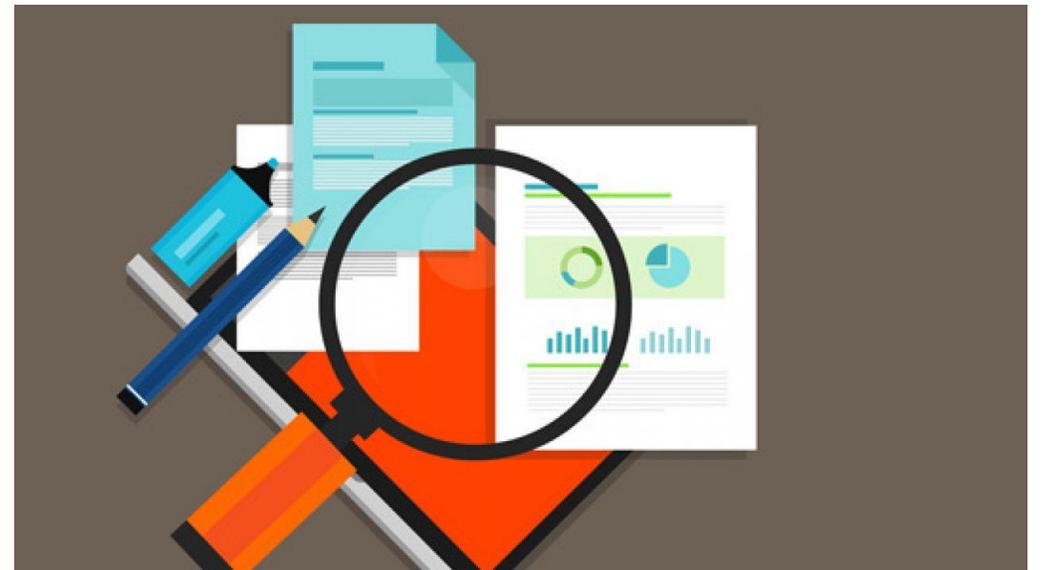
- ★ Family expectations
 - Find a profession that does not require manual labor and receive a formal education
- ★ Community college experience
 - Participated in Extended Opportunity Programs & Services (EOPS)
- ★ Professional context
 - *“el español... es un idioma de dinero”*
 - “Spanish...is a language of money”





Results

- ★ Expectations
 - Pressure from Mexican parents
 - Educational pressures
- ★ Impact of Spanish classes
- ★ Benefits of being bilingual





Discussion

- ★ The importance of educational support programs (Ponce & Centeno, 2022)
- ★ The value of the use and ability to speak Spanish (Newcomer, 2020)
- ★ They beat the odds (Yosso & Solórzano, 2013)



Conclusion

- ★ Limitations
 - Two case studies
- ★ Future Studies
 - Students who attend a community college
 - Speak only Spanish at home
 - Barriers to transferring from college to a university
- ★ Implications
 - Linguistic practices inside and outside the home
 - Support in community college



Max, T. (2023) via <https://scribemedi.com>



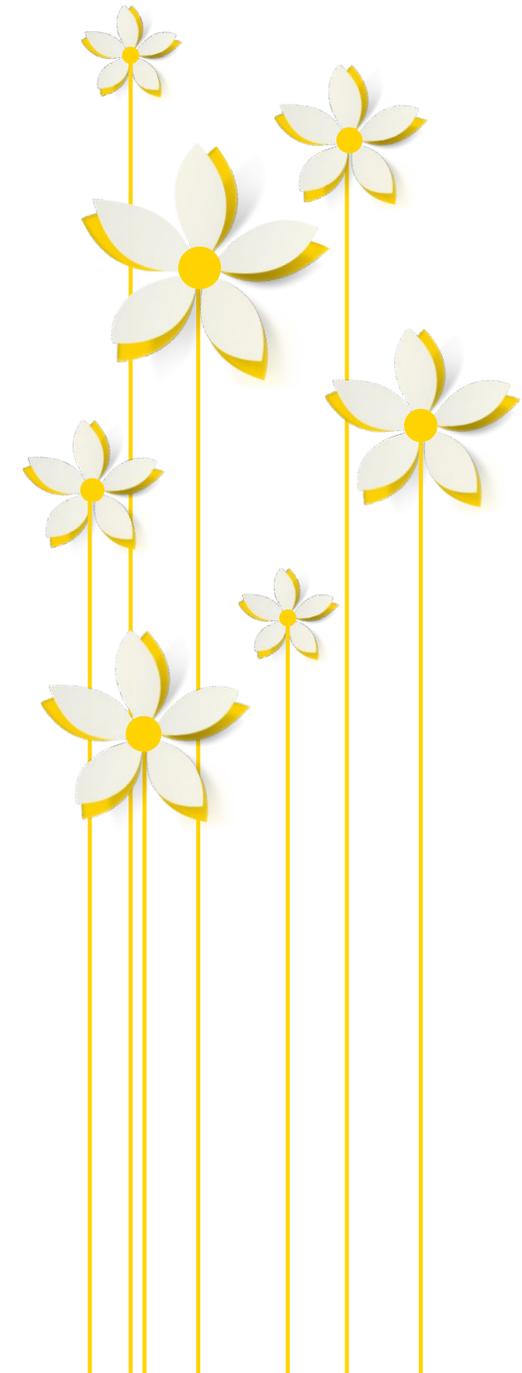
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Loved ones

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Questions?

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