

Methodological Considerations for Working with EL Youth in Restrictive Language Contexts

Dr. Daisy Fredricks
Tuesday, April 11, 2017
11:45 - 12:45 p.m.
Benjamin 3237



This talk will focus on the qualitative and ethnographic research methods and tools that I used to explore the local manifestations of Arizona's restrictive language policy. This talk draws on data that examined the experiences and views of twelve 5th and 6th grade multilingual/multinational English learners (ELs) with reclassification into mainstream classrooms, and four of their mainstream classroom teachers. The talk will highlight important findings from the study, but centers on the modifications made during the research process, the ways such modifications contributed to the data collection process, and the value of using modified research approaches with EL youth.

Daisy Fredricks is an Assistant Clinical Professor of Applied Linguistics and Language Education and the TESOL Program Coordinator at the University of Maryland College Park. Her research and teaching interests are in the areas of English Learner Education, Pre-service Teacher Education, Language Planning and Policy, Critical Applied Linguistics, and Qualitative Research Methods. Currently, Daisy is collaborating with Dr. Megan Percy and a team of doctoral students on a research project that focuses on the identification, enactment, and integration of high leverage teaching practices (Core Practices) for pre-service ESOL teachers—and EL youth responses to and experiences with such practices.

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