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## Supporting Latinx, Spanish-Speaking Emergent Bilinguals with Culturally- Sustaining Pedagogy

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Western Oregon University

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**Supporting Latinx, Spanish-Speaking Emergent Bilinguals with Culturally-  
Sustaining Pedagogy**

By Melissa Vargas

An Action Research Project submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of:

Masters of Arts in Teaching: Initial Licensure

June 2021



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**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF  
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

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Action Research Project Title:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Graduate Student: \_\_\_\_\_

Candidate for the degree of : Master of Arts in Teaching: Initial Licensure

*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment  
of the requirements of this master's degree.*

**Committee Chair:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Committee Member:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Dean of Graduate Studies and Research:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ABSTRACT

This action research project was designed to help me research and apply culturally-sustaining pedagogy, focusing primarily on strategies to support my Latinx, Spanish-speaking emergent bilinguals. In addition to general strategies to develop culturally-sustaining pedagogy for Latinx, Spanish-speaking emergent bilinguals, I researched best practices for supporting these students with learning disabilities, as well as strategies to provide culturally-sustaining literacy instruction. I then worked to apply those strategies during the 2020-2021 school year and analyzed my lesson plans, teaching journal, assignments and other materials, and observation feedback to determine my success. My results were mixed, showing that I have made some improvements but need to continue making efforts to learn about and provide culturally-sustaining teaching for my students. However, completing this project has helped me develop research and data-analysis strategies to continue professional development in this area and to address future concerns and need for improvement that will arise during my teaching career.

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