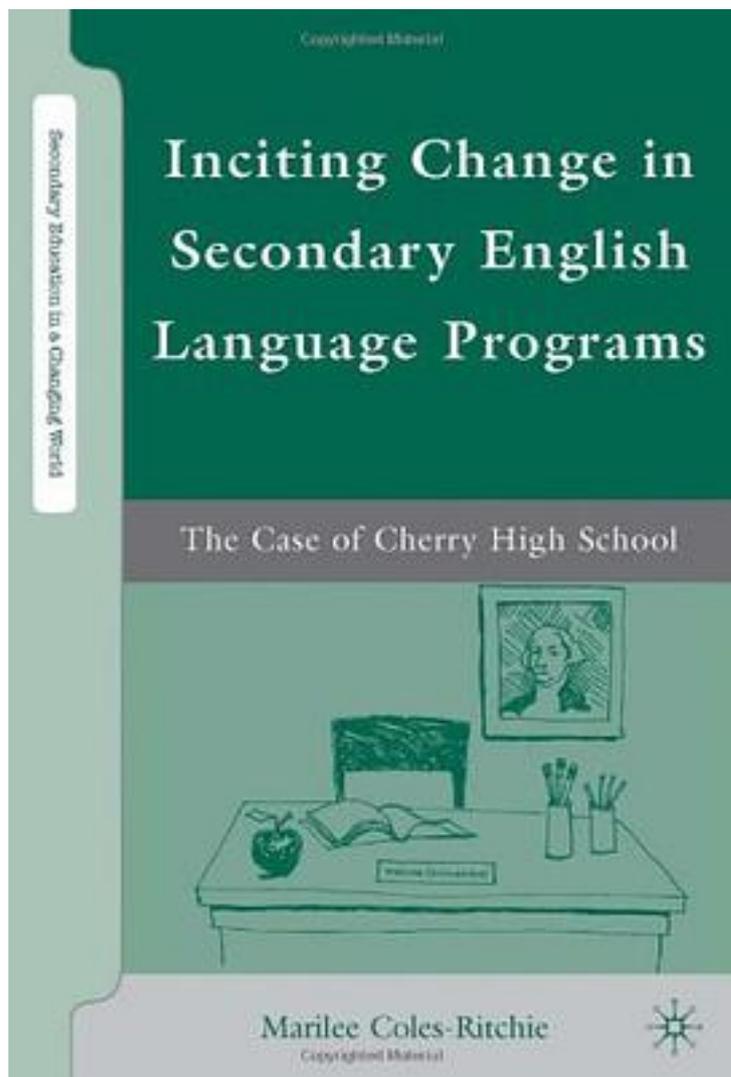


Inciting Change in Secondary English Language Programs



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The way many secondary schools are structured limits the ability of immigrant English Learners to achieve academically and develop social networks, often resulting in hyper-segregated learning experiences. This book explores the journey of a group of teachers in a secondary school as they work to change the ESL program for immigrants in their school. As this group of teachers worked to create a program that supported their students' native languages and funds of knowledge, structures within the school, and Discourses from other teachers, administrators, and the nation/community both constrained/enabled the teachers to create an equitable learning environment.

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