

## Temple TESOL Speaker Series Spring 2024

**Speaker:** Dr. Mark Emerick

**Affiliation:** Vassar College

**Date and Time:** February 29<sup>th</sup>, 4:00 PM (in person and via zoom)

**Place:** Ritter Hall 211, Temple University; Zoom: <https://temple.zoom.us/j/98675509146>

**Title:** Toward More Equitable Career and Technical Education Institutions for Multilingual Learners of English

**Abstract:** In this presentation, I will draw on the critical race methodology of intersectional counternarratives (e.g., Berry & Cook, 2018) to describe how a career and technical education (CTE) center in the Northeast has attempted to address equity issues for racialized multilingual learners of English (MLs) over the past seven years. I begin with a synthesis of data from the school website, marketing documents, and interviews with school leaders to present the institutional narrative at a regional CTE center which adopted an equity framework. Next, I present a counternarrative drawing on data from interviews with teachers, MLs, and families; internal and external data and documents; and fieldnotes from observations as I worked with the school in a research–practice partnership. I argue that, while school leaders have taken some steps to remediate equity issues, these steps have left deeper structural and systemic inequities intact. In concluding the talk, I will draw connections to research and policy related to equity and access for MLs in U.S. schools and provide some tentative recommendations for ensuring MLs have equitable experiences within CTE programs.

**Bio:** Mark R. Emerick, Ph.D., is a 2019 graduate of Temple University’s College of Education and Human Development and currently an assistant professor of education at Vassar College in New York. He teaches courses in social foundations of education, language policy and planning, and anti-racist/decolonial methods for English language teaching. A recipient of a 2022 National Academy of Education/Spencer Postdoctoral Fellowship, his interdisciplinary research draws on frameworks from anthropology, sociology, and applied linguistics to examine issues of equity and access for students classified as English learners (ELs) in career and technical education contexts. His work has appeared in a broad range of journals including *Anthropology and Education Quarterly*, *TESOL Quarterly*, *Educational Administration Quarterly*, and *Language Policy*.

