



YLMP Special Event

Why Place Matters: In- and Exclusion of Language Minoritized Students During COVID-19

**Maria Coady
University of Florida**

The global pandemic has affected students, families, and educators worldwide but in disproportionate ways. Minoritized students and families of color have faced tremendous barriers to healthcare and technology. Rural communities and schools, for example, have struggled to provide access to learning technologies and broadband communication with little lead time and insufficient resources. Even more illuminating are the limitations of this placed on students and families in the United States whose first language is not English (language minoritized students, often referred to as emergent bilingual). In other words, “place” matters in the education of students, and this issue has become illuminated during the current pandemic.

This presentation provides an overview of language minoritized students in the U.S. and how places (urban, suburban, small town, and rural) have been affected by the current pandemic. I then describe challenges that educators face working with rural, language minoritized students and how these have been exacerbated in the past year. I offer examples of what rural educators are doing to address exclusion of language minoritized students. I end the discussion with suggestions for educators, scholars, and policymakers to consider when looking forward at equity issues in educational policies for language minoritized students and families.

Bio:

Maria Coady is a Professor of English to Speakers of Other Languages (ESOL) and bilingual education at the University of Florida. She is the Irving and Rose Fien Endowed Professor and Director of Project STELLAR, a federal grant that studies place-based teacher education for bilingual students. Dr. Coady has been a Fulbright Specialist Scholar in Ukraine and South Africa. Her recent books include: *Connecting School and the Multilingual Home: Theory and Practice for Rural Educators*, and the Coral Way Bilingual Program. She is co-editor (with S. Zein) of the forthcoming book, *Early Language Learning Policy in the 21st Century*.