

Strategies for challenging ideologies in language instruction

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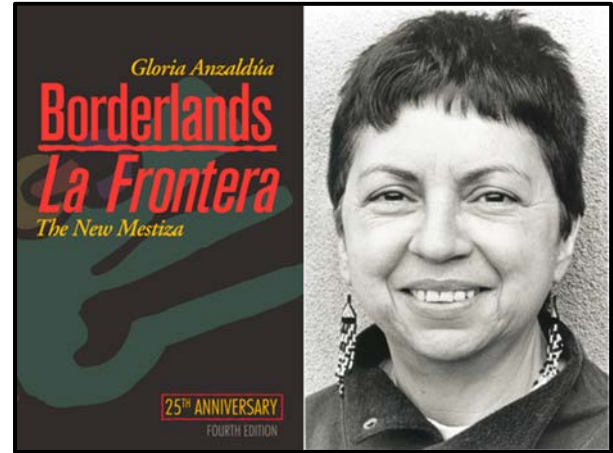
Center for Educational Resources in Culture, Language, & Literacy (CERCLL)

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Why is challenging ideologies important?

If you want to really hurt me,
talk badly about my language.
Ethnic identity is twin skin to
linguistic identity—I am my
language. Until I can take
pride in my language, I cannot
take pride in myself.

(Anzaldúa, 2012, p. 81)



Outline

1. What are language ideologies?
2. Examples in language instruction
3. Consequences of ideologies
4. Critical pedagogical approaches

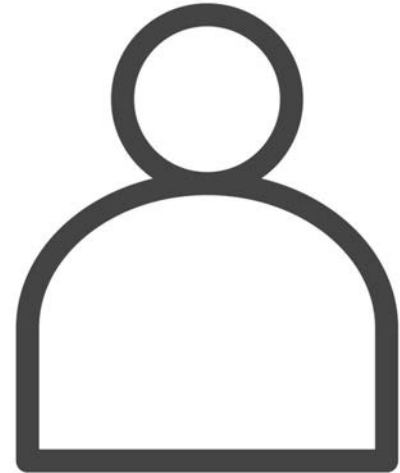
By the end of the webinar, you will be able to...

1. broadly describe ideologies related to language instruction;
2. identify pedagogical strategies for unpacking ideologies;
3. critically reflect on opportunities for and challenges to teaching language in a culturally, linguistically, and socially-equitable manner

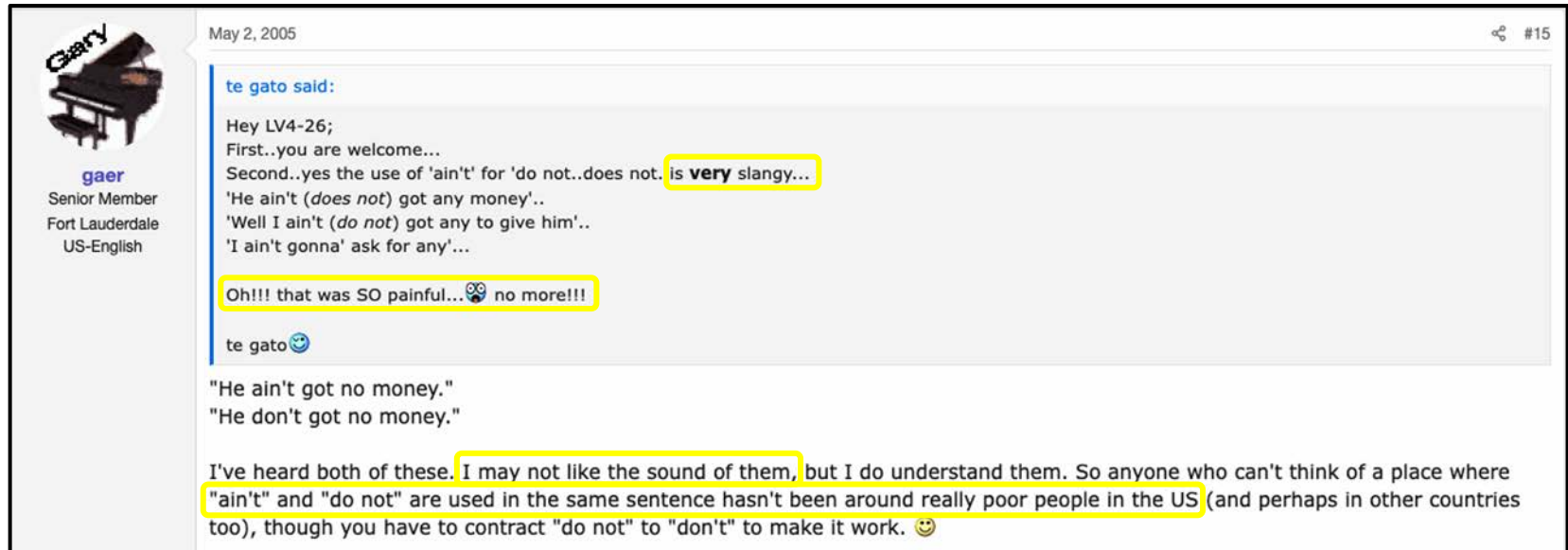
What are language ideologies?

What characteristics are often associated with someone who uses the following?

*I ain't got
no...*



Language ideologies are “taken-for-granted assumptions about language [that] become the suppressed premises of judgments of an individual’s social worth” (Woolard, 2020, p. 3).



May 2, 2005 #15

gaer
Senior Member
Fort Lauderdale
US-English

te gato said:

Hey LV4-26;
First..you are welcome...
Second..yes the use of 'ain't' for 'do not..does not. is very slangy...
'He ain't (*does not*) got any money'..
'Well I ain't (*do not*) got any to give him'..
'I ain't gonna' ask for any'...

Oh!!! that was SO painful...🙄 no more!!!

te gato 😊

"He ain't got no money."
"He don't got no money."

I've heard both of these. I may not like the sound of them, but I do understand them. So anyone who can't think of a place where "ain't" and "do not" are used in the same sentence hasn't been around really poor people in the US (and perhaps in other countries too), though you have to contract "do not" to "don't" to make it work. 😊

<https://forum.wordreference.com/threads/aint.27412/>

Raciolinguistic ideologies are beliefs about language use, structure, and users that are grounded in “the historical and contemporary co-naturalization of language and race” (Rosa & Flores, 2017, p 622).

In a video of the 2018 incident in Havre, Mont., a Border Patrol agent is heard telling the two American women he detains that speaking Spanish in the small city is “very unheard-of.”

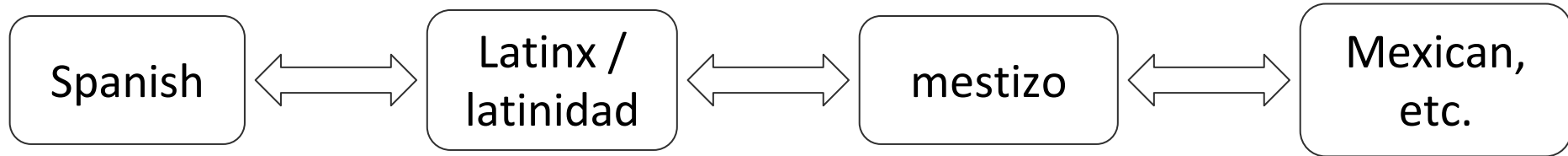
Give this article



Martha Hernandez, left, and Ana Suda in front of a convenience store in Havre, Mont., where they were detained in 2018 by a U.S. Border Patrol agent for speaking Spanish. Brooke Swaney/ACLU of Montana, via Associated Press

Examples in language instruction

One language-one person-one race-one nation



(Quan, 2021; Rosa, 2016; Tsai et al., 2021; Zarate, 2018)



SPANISH



FRENCH



GERMAN

<https://www.duolingo.com/>**Table 6.** Number of pages with clear reference to Afro-Latinx.

Title of Textbook	Total number of visual images with clear reference to Afro-Latinx	Percentage of visual images with clear reference to Afro-Latinx	Total number of pages with pictures of people
<i>Puntos de Partida</i>	6	1.8%	333
<i>Unidos</i>	2	0.82%	243
<i>Viajes</i>	0	0%	162
<i>¡Claro que sí!</i>	1	0.37%	270
<i>Conectados</i>	1	0.43%	235
<i>Plazas</i>	1	0.43%	235
<i>¿Cómo se dice?</i>	0	0%	205
<i>Portales</i>	2	0.83%	240
<i>Nexos</i>	3	1.2%	251
<i>Apúntate</i>	4	3.23%	124
<i>Experience Spanish</i>	2	1.12%	179
<i>Tu Mundo</i>	0	0%	116
Total	22	9.8%	2593

(Padilla & Vana, 2022, p. 9)

Algo sobre...

el cajón



©Xinhua/Alamy

Un grupo que toca el cajón peruano

El cajón es un instrumento de percusión similar a una caja.^a Originalmente fue creado^b por los descendientes de esclavos africanos en la zona costera^c peruana. Hoy es un instrumento muy popular que se usa en la música afroperuana y también en la música de otros países, incluyendo el flamenco en España.

Dorwick et al. (2021). *Puntos de Partida* (11th ed.). McGraw

Cast of Characters



Wang Peng
王朋

A Chinese freshman from Beijing. He has quickly adapted to American college life and likes to play and watch sports.



Li You
李友

Amy Lee, an American student from New York State. She and Wang Peng meet each other on the first day of class and soon become good friends.



Gao Wenzhong
高文中

Winston Gore, an English student. His parents work in the United States. Winston enjoys singing, dancing, and Chinese cooking. He has a secret crush on Bai Ying'ai.



Gao Xiaoyin
高小音

Jenny Gore, Winston's older sister. She has already graduated from college, and is now a school librarian.



Bai Ying'ai
白英爱

Baek Yeung Ae, an outgoing Korean student from Seoul. She finds Wang Peng very "cool" and very "cute."



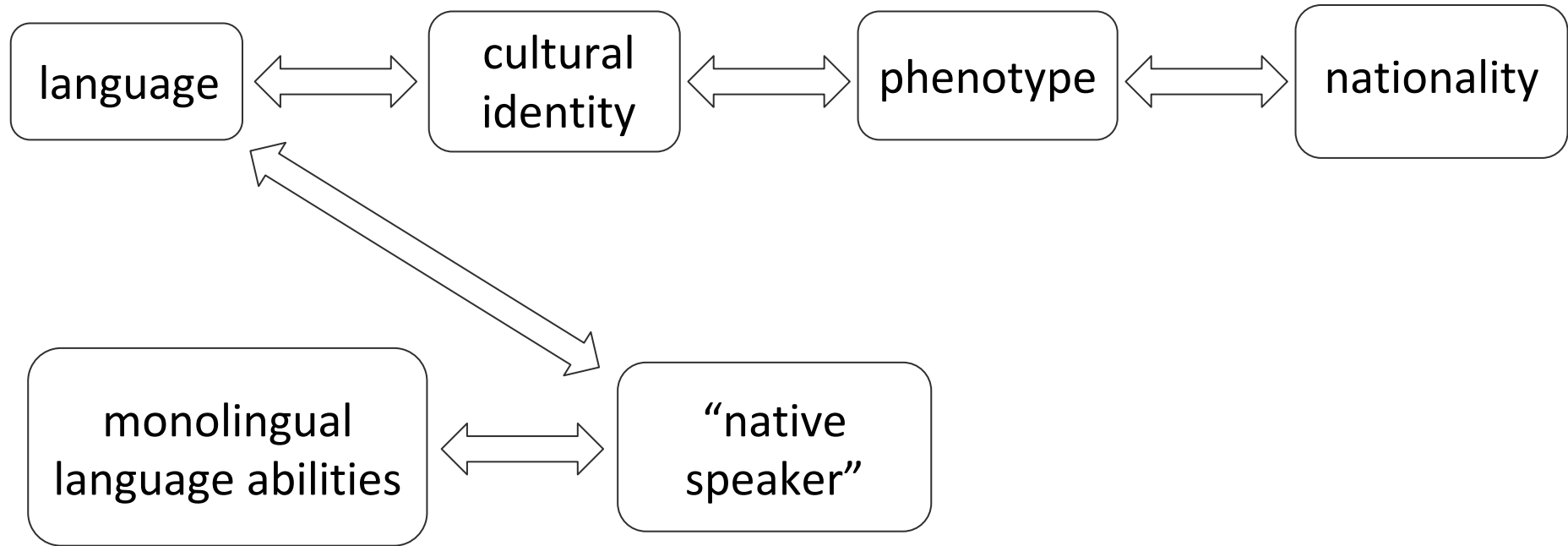
Chang Laoshi
常老师

Chang Xiaoliang, originally from China and in her forties. She has been teaching Chinese in the United States for ten years.



Liu et al., (2017). *Integrated Chinese* (4th ed.). Cheng & Tsui Company.

Monolingual & “Native Speaker” Ideology



(García, 2019; Leeman, 2014; Mori & Sanuth, 2018)

CORE PRACTICES

— For World Language Learning —

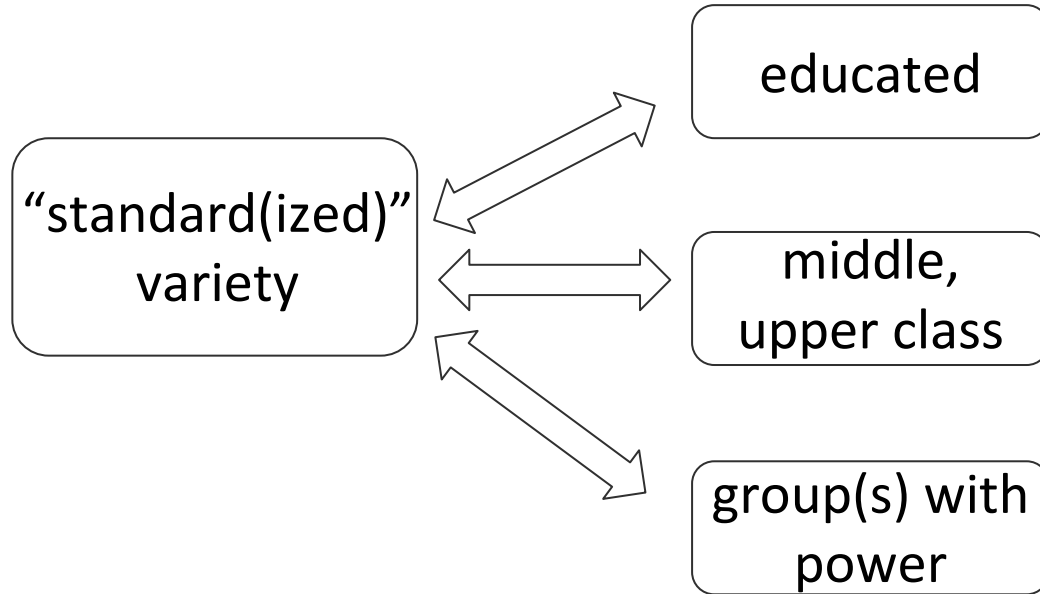


Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

<https://www.actfl.org/sites/default/files/resources/Core%20practices.pdf>

Standard Language Ideology



(Burns, 2018; Leeman, 2014; Lippi-Green, 2012; Rosa, 2016)

2. Pronouns for you

Spanish has different words for *you*. In general,

- **tú** is used with a friend or a family member.
- **usted** is used with people with whom the speaker has a more formal or distant relationship.

The situations in which **tú** and **usted** are used also vary among different countries and regions.

tú → friend, family member
usted → formal or distant relationship

3. Plural of you

In Latin American Spanish, the plural for both **usted** and **tú** is **ustedes**.

In Spain, however, **vosotros/vosotras** is the plural of **tú**, while **ustedes** is used as the plural of **usted** exclusively.

Latinoamérica

tú } → **ustedes**
usted }

España

tú → **vosotros/vosotras**
usted → **ustedes**

Uso del "voseo" en América Latina

- Todas clases sociales
- Uso indica diferencia de clase social



Dorwick et al. (2021). *Puntos de Partida* (11th ed.). New York: McGraw Hill.

ATENCIÓN

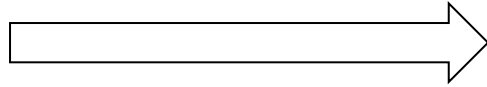
En **España**, es muy común utilizar el pronombre **le** en vez de **lo** o **la** en la posición de objeto directo. Este fenómeno es conocido como *leísmo*. La sustitución del pronombre masculino **le** por **lo** es **correcta y admitida**, pero el uso de **le** en vez de **la** se considera **incorrecto**.

*José **lo** ayudó.*

(forma **estándar**)

*José **le** ayudó.*

(forma **leísta**)



ATTENTION

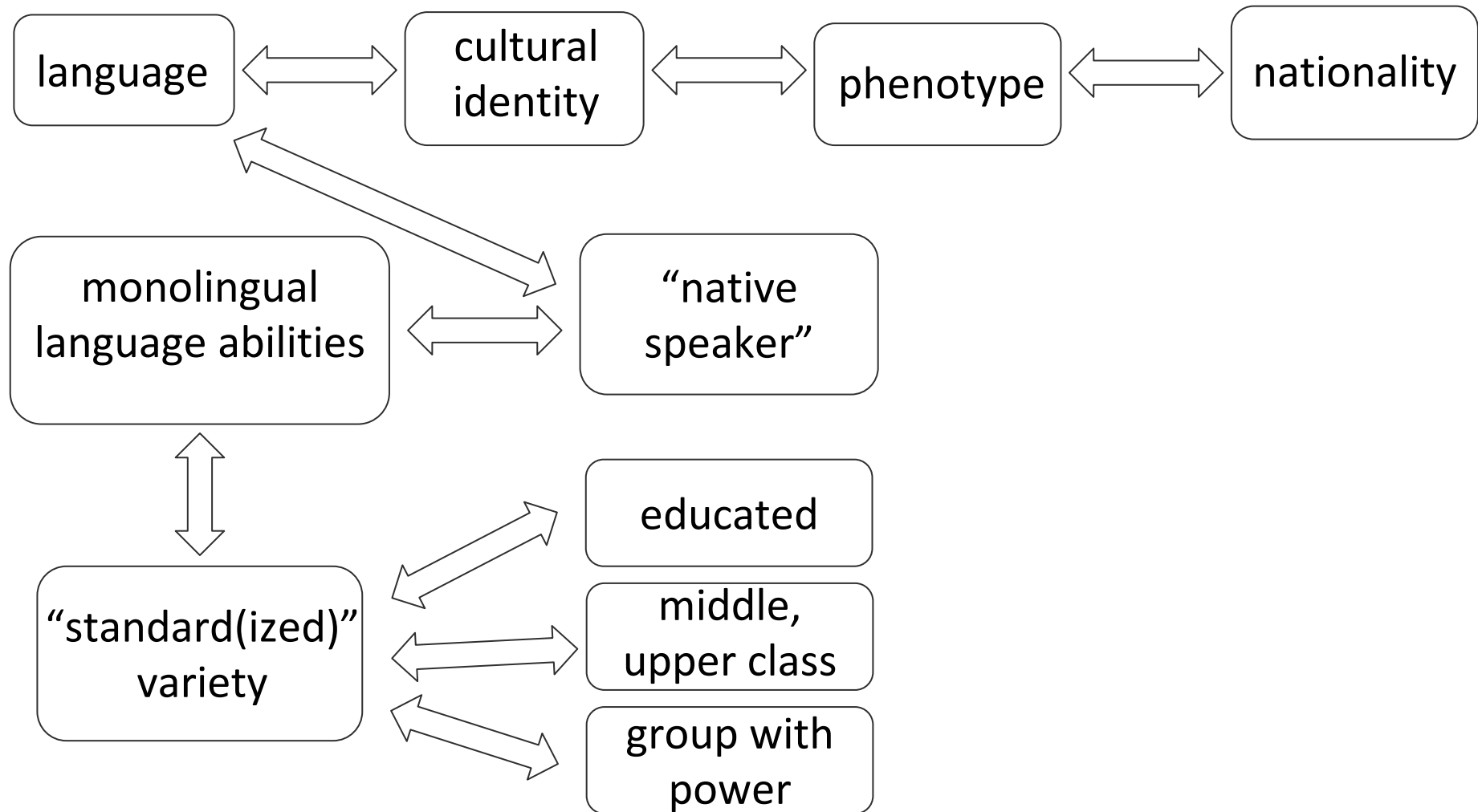
In **Spain**, it is very common to use the pronoun **le** instead of **lo** or **la** for the direct object. This phenomenon is known as *leísmo*. The substitution of the masculine pronoun **le** for **lo** is **correct and admissible** but the use of **le** instead of **la** is considered **incorrect**.

José lo ayudó.

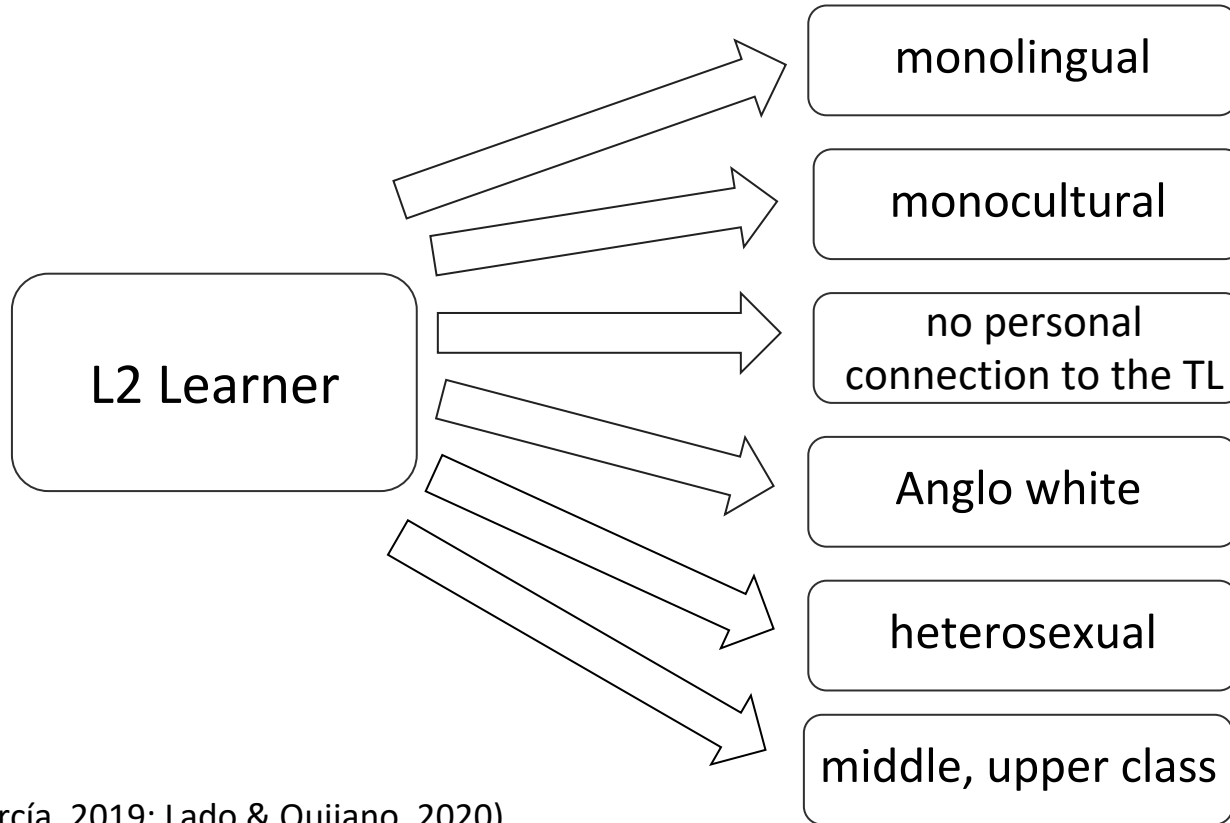
(**standard** form)

José le ayudó.

(**leísta** form)



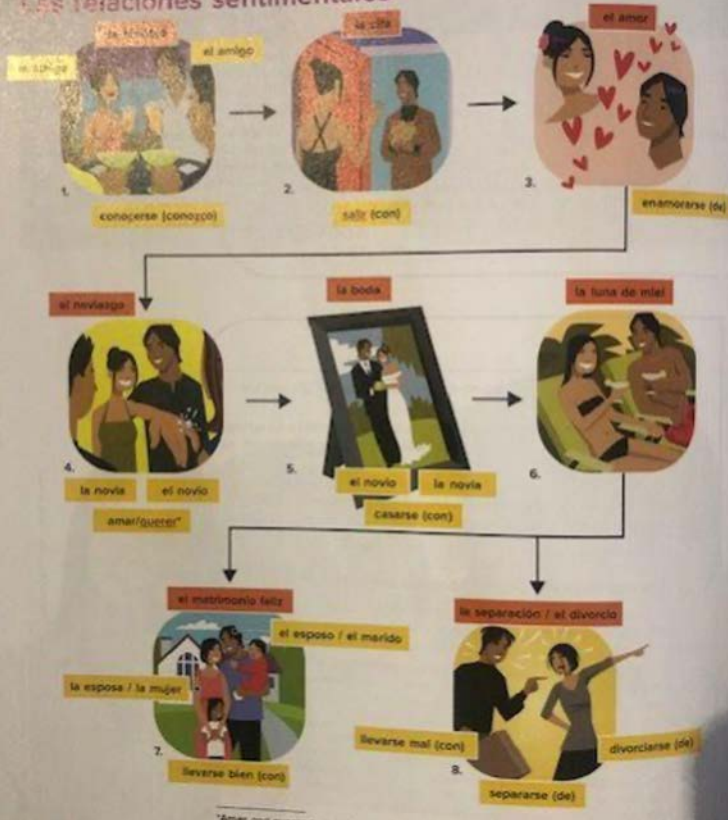
Prototypical L2 Learner



VOCABULARIO: PREPARACIÓN

You can hear the pronunciation of these vocabulary words and phrases in the Connect eBook.

Las relaciones sentimentales



How are these ideologies present in your language teaching context?

What are some of the consequences of these ideologies for students and teachers?



Consequences of ideologies

Consequences for students

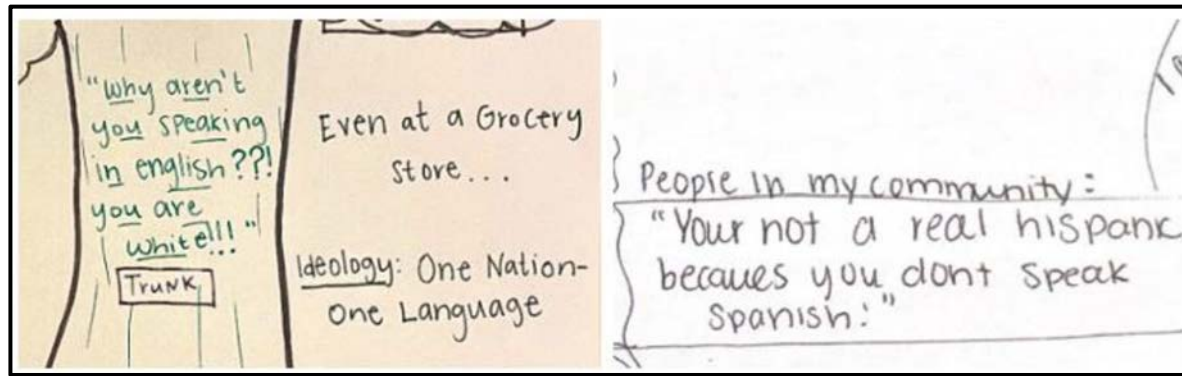
- Position target language speakers as “others” in the U.S.
- Expect monolingual immersion
- Ethnoracial insecurity
- Linguistic insecurity
- Raciolinguistically profiled
- Lack of educational support

“I think the one that judges me the most is myself.”

— Angie Bravo, a freshman student at St. Mary's University in San Antonio, about her use of Spanglish



[These students speak perfect Spanglish](#)
(NPR, 11/29/19)



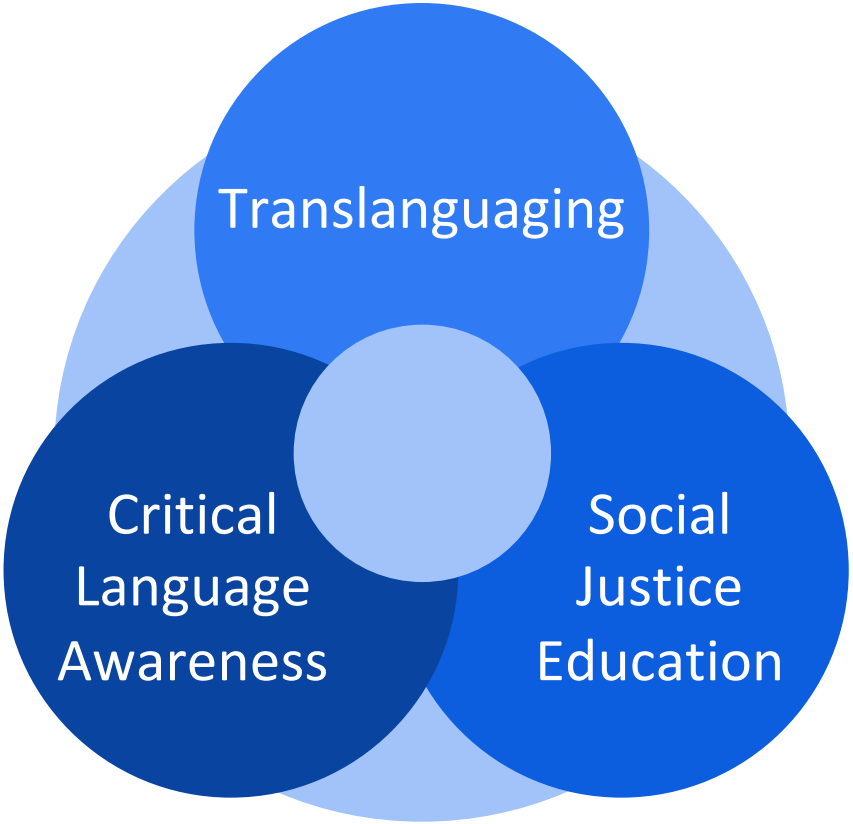
(Fallas-Escobar et al., 2022, p. 10)

Consequences for teachers

- Insecurities about ethnolinguistic identities, language abilities, and professional capacity
- Cooperating teachers expect normative language use and have deficit outlooks towards bilingual teacher candidates

(Briceño et al., 2018; Bustamante & Novella, 2019; Fallas-Escobar et al., 2022; Quan, 2021; Ramjattan, 2017)

Critical pedagogical approaches



Translanguaging

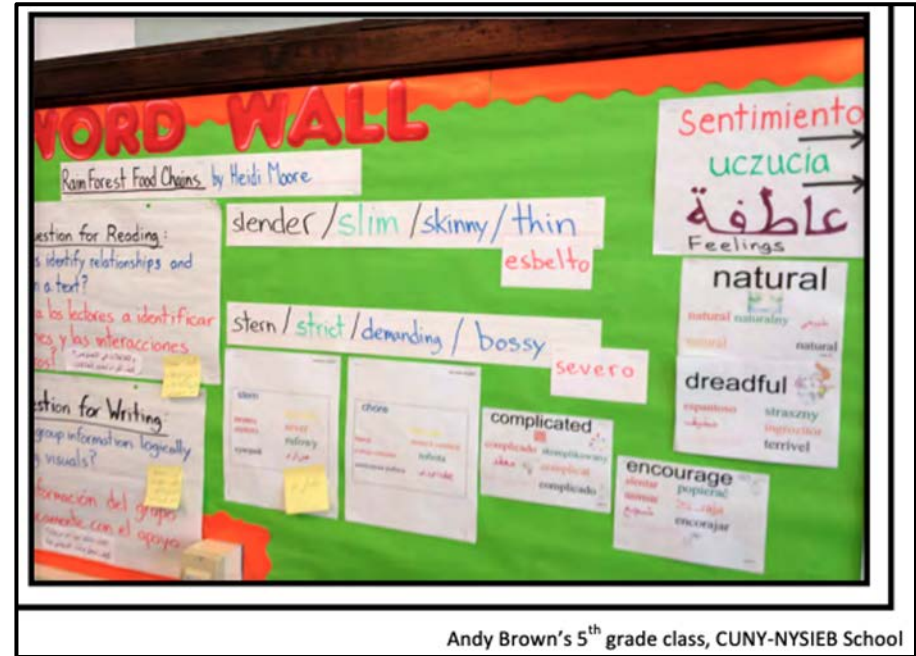
Critical
Language
Awareness

Social
Justice
Education

Translanguaging

- Accepts and leverages the **fluid communicative practices** of multilinguals
- **Language knowledge as a unitary system** ('linguistic repertoire') rather than as multiple, autonomous systems
- Gives **voice** to students and remedies power differentials

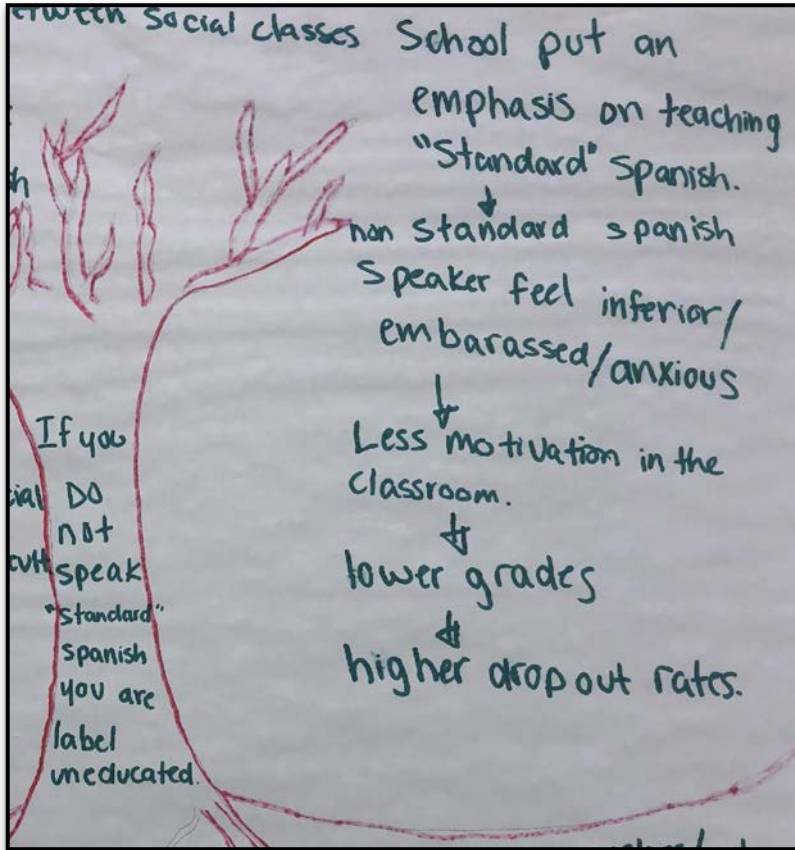
(García, 2019; García & Li Wei, 2014)



[Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators](#)

Critical Language Awareness

- Emphasizes how language functions in the **maintenance of societal power relations**
- Aims to **transform students' consciousness** of their communicative behaviors and the conditions under which they live



Ari's language ideology tree (Quan, 2021)

(Alim, 2005; Leeman, 2014; Loza & Beaudrie, 2022)

Social Justice Education

- Challenges, disrupts, and **confronts misconceptions and stereotypes**
- Draws on **student's talents and strengths**
- **Promotes critical thinking** and **agency** for social change





What can we do in the classroom?

1. Teach language descriptively and sociolinguistically

laits.utexas.edu/spe/vid/beg08es.html

TRANSCRIPT

Simplified Example: Spanish

Hola ¿qué tal? Mi nombre es José, mucho gusto! Soy estudiante de literatura en esta universidad. Soy de Colombia. Esta es mi amiga Alejandra. Ella es de Perú. ¿Qué ven a hacer esta noche? ¿Queda posibilidad de ir al cine o algo parecido. Nos vemos más tarde. ¡Gusto en conocerlos!

laits.utexas.edu/spe/vid/beg08a.html

TRANSCRIPT

Arturo A.: Spanish
México, D.F.

«¿Qué tal? Ella es Betina, ella estudia teatro. -Hola, ¿qué tal? Yo soy Lidia, ¿cómo te va? -Hola, mucho gusto. -Escuchada, ¿qué hacen por aquí? -Pues, venimos a la biblioteca. Pensamos a recoger unos libros. -Ah ya, ¿tú más tarde qué tienen que hacer? -Pues, pensamos ir al cine tal vez. -Yo tengo unos amigos que quisiera presentarles, a ver si nos vemos más tarde. -Perfecto, hasta luego. -Adios.

Spanish Proficiency Exercises
University of Texas at Austin

Beginning Intermediate-A Intermediate-B

José, Arturo y sus amigas

- I. *Vamos a conocer a José y a su amiga.* Listen and answer the following questions. (Play x2 without transcript)
 1. *¿De dónde es José?*
 2. *¿Cómo se llama la amiga de José?*
 3. *¿De dónde es la amiga de José?*
- II. *Ahora vamos a conocer a Arturo y a sus amigas.* Listen and answer the following questions. (Play x2 without transcript)
 1. *¿Cómo se llaman las dos amigas de Arturo?*
 2. *¿Qué tienen que hacer más tarde?*
¿A dónde piensan ir?

José, Arturo y sus amigas (con't)

- III. Read the following transcripts and underline the phrases you think are greetings, introductions, and farewells.
- IV. Categorize them accordingly.

Los saludos	Las presentaciones	Las despedidas
¿qué tal? Hola	Ella es... Yo soy...	Hasta luego Adiós

2. Include sociolinguistic variation along with its social implications

Dec 24, 2010 #22

stagbeetle
Senior Member
Eastern US
Castilian - Peru

Robert Pizarro said:

Si dices; llámame por detrás, estaría correcto. 😊

Jamás he oído o leído "llámarme por detrás" ni siquiera por gente que practica el Spanglish u otra corrupción del español. El Spanglish no es un idioma y mucho menos nativo. El Spanglish muere cuando su uso demuestra falta de educación y los que lo usan se polarizan al inglés o corrigen su vocabulario. Y no he oído corrupción tan egregia en ámbitos profesionales. Por favor especifica en qué país o región "llamar por detrás" se considera correcta.



3. Diversify your curriculum without essentializing communities



<https://www.youtube.com/watch?v=67j5saiqViA&t=15s>



<https://www.facebook.com/perolike/videos/m-chinese-and-puerto-rican/465361095322291/>

4. Encourage students to draw on all available resources for learning and meaning-making



En busca de las palabras

COMPARTIR f t in

[Micah]: Es que no te lo explicas. Sabes que algo te incomoda, pero asumes que... que el resto del mundo está igual de incómodo que tú, o que es algo que tienes que aceptar, como *deal with it*, el resto de tu vida y así es, y no hay otra opción.

[Daniel]: En el 2004, cuando Micah tenía 18 años, se fue de México, a Filadelfia, Pennsylvania, para estudiar en la universidad. Su idea fue escaparse, comenzar de nuevo. Pero no fue fácil. Y de hecho, los primeros dos años de sus estudios, cuando regresaba a la casa o venían sus padres a visitar, siempre hubo comentarios

[Micah]: Negativos. De mi apariencia, de que me estaba viendo más masculino, de que con qué amigos me estoy llevando... Cosas así. O sea ya se las oían y más cuando me fui a la universidad y empecé a expresarme un poco más, y sí, o sea, salía el tema y de una manera muy negativa, había mucho *backlash*.

<https://radioambulante.org/audio/en-busca-de-las-palabras>

- Which parts are unclear to you? Why?
 - Is it the content?
 - The language used?
- Why do you think the speaker uses English periodically?
- Do you ever switch languages or varieties? Why?
- Which words, expressions, grammatical structures, and/or pronunciation seem unique to a particular variety of Spanish?

5. Reflect, reflect, reflect

Linguistic Identity Map

- Draw a map or timeline that outlines your linguistic identity and language journey.
- Include:
 - Key moments, events, people
 - Languages that you learned with your family, in your community, at school, etc.
- Respond to the following questions:
 - Are there languages that you and/or your family have lost over the years? What do you think happened?
 - Which moments are most significant (happy, sad, embarrassing, etc.) to you and your linguistic identity? Why?

Which pedagogical idea(s) do you think may benefit your language teaching context?

What challenges do you foresee?



Ari

(bilingual, Mexican American pre-service Spanish teacher)

“I definitely had that thought of, oh, I **don’t speak proper Spanish** [...] I felt like I was behind, because there was people [L2 Spanish learners] that had already taken some Spanish classes and basically knew a bit about writing, grammar. I **could speak it, but I just felt like [my Spanish] wasn’t there.**”

(Interview, Nov. 1, 2018)

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¡Gracias! Thank you!

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