

# Linguistic Ideologies: Developing the Principles for Outstanding EL Teachers

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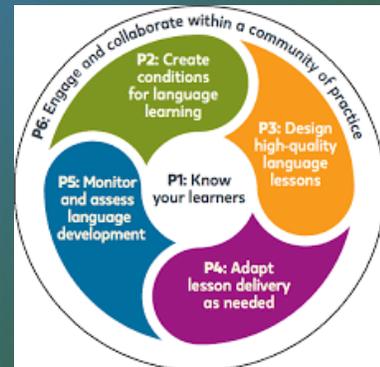
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## The 6 Principles

- P1: Know your learners
- P2: Create conditions for language learning
- P6: Engage and collaborate within a community of practice



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## The course

- *TSL 200: Introduction to ELs and EL Advocacy*
- 1 credit
- Required for many teacher candidates at UWL
- General Education course
- Student learning outcomes:
  - Evaluate the role of linguistic diversity in a multilingual society,
  - Analyze challenges ELs face in U.S. public schools, and
  - Plan to improve school climates for ELs.

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## Course outline

7 weekly “essential questions”

1. Is the US a multilingual society?
2. Are language rights human rights?
3. How much do we value linguistic diversity in the US and WI?
4. How are we doing at educating a multilingual society?
5. What are best practices for educating ELs, part I?
6. What are best practices for educating ELs, part II?
7. What is our role in educating a multilingual society?

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## Course outline

7 weekly “essential questions”

1. Is the US a multilingual society?

Webquest on the languages in the US (Ethnologue, census, etc.)

DPI research on number of ELs in home districts

Class lecture on diversity of ELs (languages spoken, reasons in US, SLIFE, etc.)

*Principle 1: Know your ELs*

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## Course outline

7 weekly “essential questions”

2. Are language rights human rights?

Lecture on EL rights

Video on EL experiences in schools

Read and discuss UN Declaration on Rights of Minorities and UNESCO  
“Education in a Multilingual World”

Reflection on essential question

*Principle 2: Create conditions for language learning*

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## Course outline

7 weekly “essential questions”

3. How much do we value linguistic diversity in the US and WI?

Read and view various sources demonstrating positive and negative views of linguistic diversity

Skim AAAS report “America’s Languages”

Lecture on achievement gap and asset-based approaches to ELs

Infographic on ELs and language diversity in the US

*Principle #2: Create conditions for language learning*

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## Course outline

7 weekly “essential questions”

4. How are we doing at educating a multilingual society?

Civil Rights cases

Micro-, meso-, and macro-level factors in EL education

Case study analysis

*Principle 2: Create conditions for language learning*

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## Course outline

7 weekly “essential questions”

5. What are best practices for educating ELs, part I?

6. What are best practices for educating ELs, part II?

Instructional models and SIOP

Effective practices for ELs

Academic language

Lesson plan modification

*Principle 2 & Principle 6: Engage and collaborate within a community of practice*

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## Course outline

7 weekly “essential questions”

7. What is our role in educating a multilingual society?

Lecture on EL advocacy

Case study

Advocacy plan

*Principle 6: Engage and collaborate within a community of practice*

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## Why linguistic diversity as a focus?

- Our work is at the nexus of language policies and linguistic ideologies (Hawkins, 2011)
- Fight the pervasive anti-linguistic diversity rhetoric and monolingual language ideology of the US (Spolsky, 2011) as this impacts how work with ELs
- A condition of language learning is feeling welcomed, safe, and valued in the language community (Norton, 2013)
- More positive views of linguistic diversity increases likelihood that teachers advocate against negative language policies and ideologies in their schools and communities.

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## Philosophy of the course

- Praxis (Freire, 1970)
- Critically reflect upon nation's (and world's) multilingual reality and linguistic ideologies
- Plan actions to transform monolingual approach to education

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## Research question

- How does a short course on language diversity and ELs improve teachers' understanding of and attitudes toward linguistic diversity and multilingualism?

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## Data collection

- Pre- and post-course survey
- Focus on changes in knowledge about and attitudes/beliefs towards ELs and linguistic diversity
- Discourse analysis of three course assignments (\*analysis forthcoming)
  
- Participants (n=98)
  - 92% female
  - 94% education majors (EC-MC / MC-EA)
  - 93% White
  - 92% between 18 and 23 years of age

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## Results

- This short course on language diversity and ELs improves pre-service teachers' **understanding of** linguistic diversity and multilingualism.
  - Pre-service teachers had some knowledge about ELs even before taking this course. More than 80% knew:
    - Bilingual instruction leads to better outcomes for ELs.
    - Schools must uphold ELs' educational rights.
    - Schools must provide English language instruction for any student who needs it.
    - There are special strategies that teachers can use to better teach linguistically diverse students.

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## Results

- This short course on language diversity and ELs improves pre-service teachers' **understanding of** linguistic diversity and multilingualism.
  - They learned important information about U.S. language policy, educational best practices for ELs, and ELs' educational rights in this course.
    - US does not have official language.
    - CBI a good instructional model for ELs.
    - ELs do not need legal documentation to attend public schools.
  - They need to better understand how long it takes to learn social and academic English and the prevalence of ELs in the United States as a whole.

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## Results

- This short course on language diversity and ELs improves pre-service teachers' **attitudes towards** linguistic diversity and multilingualism.
  - Pre-service teachers had a pro-linguistic diversity disposition even before taking this course.
  - Strengthened support for linguistic diversity at the national, local, and individual level.
    - The linguistic diversity of the US makes it stronger. 4.92 (.855) to 4.93 (.856)
    - It is not important that English be the official language of the US. 4.20 (1.208) to 4.81 (1.097)
  - They strengthened their positive views of ELs and support for EL education.

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- All classroom teachers should be required to receive training in how to work with ELs. 4.97 (.923) to 5.17 (.834)
- Having ELs in the classroom is not detrimental to the learning of other students. 4.96 (1.104) to 5.09 (1.130)
- Rapid learning of English should not be a priority if the L1 is lost. 4.83 (1.101) to 5.05 (.872)
- The learning of English should not take precedence over learning subject matter. 3.93 (1.069) to 4.38 (1.058)
- Parents of ELs should be encouraged to speak their L1 to children. 3.55 (1.122) to 4.23 (1.231)

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## Results

- This short course on language diversity and ELs improves pre-service teachers' attitudes towards linguistic diversity and multilingualism.
  - They might have a more nuanced understanding of linguistic diversity.
    - You don't have to speak English to be considered American. 4.90 (1.178) to 4.84 (1.111)
    - All Americans should learn other languages. 4.67 (1.024) to 4.65 (.870)

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## Post-course outcomes

- All participants to a certain extent agree:
  - They feel more confident about the strategies they have to work with ELs after this class.\* 4.88 (.648)
  - They feel excited to have ELs in their classrooms.\* 5.15 (.700)
  - They will encourage ELs to maintain their L1 while learning English.\* 5.40 (.591) (And believe this is important. 5.30 [.674])
  - They are sympathetic to ELs' struggles. 5.56 (.502)
  - They will stand up for ELs' rights. 5.58 (.499)

\*Included in survey of education majors only.

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## Conclusions

- Course seems to help pre-service teachers *know their learners (Principle 1)*.
- Focus on linguistic diversity seems to help pre-service teachers *create conditions for language learning (Principle 2)*.
- Research could better address if course helps pre-service teachers *engage and collaborate within a community of practice (Principle 6)*.

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## Next steps...

- Continue to hone quantitative data collection instrument
- Add inferential statistics to quantitative data analysis
- Do qualitative data analysis

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# Thank you!

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