Unsettling Dominant Language Ideologies in U.S. Schools: Exploring Teachers' Role in Disrupting and Reconceptualizing Languages In Use

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This panel features research from various regions in the United States where the number of culturally and linguistically diverse students continues to increase, from long-established urban areas of immigrant settlement, to places not traditionally associated with student diversity. The researchers featured on this panel focus on preparing pre-service teachers to reconceptualize students' language practices and/or documenting the practices of teachers engaged in disrupting dominant language ideologies in their classrooms. All of the work presented challenges the dominant language ideologies prevalent in K-12 schooling in the US, where standard and monolingual perspectives still predominate. These conceptual and empirical papers draw on a range of methodological approaches (comparative case study, ethnography, social design experiment) and conceptual frameworks, incorporating such key concepts as raciolinguistic ideologies, leveraging, cariño (care), styling, and translingual practices. All of this work takes the stance that culturally and linguistically diverse students operate with expansive communicative repertoires that are often ignored, misrecognized, and/or explicitly marginalized in K-12 classroom settings. Taken together, these papers frame teachers as pivotal social actors who assert their agency in various ways and who can learn to interrogate their own positionalities and ideologies. Through their own discursive and stylistic choices, as well as through critical reflection on their own teaching, teachers can and do intervene in their classrooms in ways that reframe their students' everyday language practices and support their students in investigating the relationship between language, power, and identity. In fact, as some of the authors suggest, some pre-service and in-service teachers are already enacting alternative ways of perceiving and engaging with their students in this regard. By showcasing these various manifestations of teacher agency, this panel provides a window into how dominant language ideologies can be deconstructed in service of more robust, rigorous, and emancipatory forms of teaching and learning.

Keywords: Language Ideologies in K-12 public schools in US, Urban education, Nondominant populations, Nonstandard varieties, Dominant/counter-hegemonic language ideologies, Raciolinguistic ideologies

1. A Raciolinguistic Perspective on Leveraging: Preparing Pre-service Teachers and Prefiguring Anti-racist Modes of Perception

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In my work preparing pre-service teachers to work with linguistically diverse learners, I draw on sociocultural perspectives to re-frame racialized students' everyday language practices as potentially generative resources for learning (Lee, 2007; Orellana & Reynolds, 2008). Providing these pre-service teachers with opportunities to explore their students' linguistic repertoires, the intent is that they would recognize their students' everyday linguistic competencies and then identify specific ways in which these competencies overlap with the kinds of language and literacy practices privileged in schools. An enduring obstacle in this work, however, has been that some pre-service teachers struggle to imagine their students outside the logic of raciolinguistic ideologies (Flores & Rosa, 2015).

In this conceptual paper, I draw on a raciolinguistic perspective (Rosa & Flores, 2017) to complicate the preparation of pre-service teachers to see and hear racialized students as competent speakers and learners. However, rather than suggest that pre-service teachers are hopelessly or categorically constrained by raciolinguistic modes of perception, I argue that they can learn to interrogate their own positionalities as listening subjects as they actively work to become critically astute observers of language. Further, I suggest that some racialized pre-service teachers are already enacting and prefiguring alternative, anti-racist modes of perception in their everyday interactions with students. I end by articulating principles for pre-service teacher preparation—and directions for future research—grounded in these prefigurative examples of alternative modes of perception—or anti-racist ways of seeing and hearing racialized students.

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. Harvard Educational Review, 85(2), 149-171.

Lee, C. D. (2007). Culture, literacy, & learning: Taking bloom in the midst of the whirlwind. New York: Teachers College Press.

Orellana, M. F., & Reynolds, J. F. (2008). Cultural modeling: Leveraging bilingual skills for school paraphrasing tasks. Reading Research Quarterly, 43(1), 48-65.

Keywords: raciolinguistic ideologies, teacher education, racialized students, linguistic repertoires

2 The Discursive Practices of Cariño y Regaño for Emergent Bilingual Students in a Dual Immersion Classroom

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Latinx scholars examining bilingual contexts have used the term cariño (Author, 2019; Bartolomé, 2008; Curry, 2016; Duncan Andrade, 2006), invoking cultural ideas included in educación and Spanish-speaking, bilingual contexts. The examples in this paper are drawn from a study in a US context at the elementary school level, in a dual immersion fifth grade classroom in southern California. The teacher (Maestra Segura) instructed half of the day in Spanish and the other half in English. Examples of her discourse in both languages demonstrate how the teacher discursively demonstrated cariño in her classroom, even through the practice of "regaño" [scolding]. The enactment of cariño included holding students to high standards while demonstrating affection. I argue that Maestra Segura's practice of regaño is also a display of cariño, as the teacher "demands" that students rise to the challenge of making verbal contributions particularly during Spanish language arts. Within these practices, traditional notions of the contributions of speakers of nondominant languages are disrupted through purposeful discursive strategies. As the numbers of culturally and linguistically diverse students continues to rise in the US, it is imperative to study the ways in which teachers from nondominant linguistic backgrounds develop the language proficiencies of emergent bilingual children.

Author, 2019

Bartolomé, L. I. (2008). Authentic cariño and respect in minority education: The political and ideological dimensions of love. International Journal of Critical Pedagogy, 1(1), 1-17.

Curry, M. W. (2016). Will you stand for me? Authentic cariño and transformative rites of passage in an urban high school. American Educational Research Journal, 53(4), 883-918.

Duncan-Andrade, J. M. R. (2006). Utilizing cariño in the development of research methodologies. In J. L. Kincheloe, k. hayes, K. Rose, & P. M. Anderson (Eds.), The Praeger handbook of urban education (Vol. 2, pp. 451-460). Westport, CT: Greenwood Publishing.

3. Critical Translingual Practices in the Elementary Classroom: A Framework for the Critical Interrogation of Language

Dr. Angie Zapata

University of Missouri

The richness of the languages and language varieties, as well as the arrays of literacies young children practice daily, demand classrooms that cultivate critical translingual contexts. Critical translingual classrooms engage students in more expansive understandings of linguistic diversity that challenge structuralist perspectives (Canagarajah, 2017), study its relationship to fluid modes of communication (Author, 2019), and examine language in relation to issues of power (Seltzer, 2019). Shifting the linguistic and modal landscape away from teaching students – particularly language-minoritized students – exclusively through Standardized English-only print, and towards inquiries into the liveliness of translingual living/doing/being can only serve to prepare young children to engage the ideological tensions around language, power, race, and identity.

In the current political American context for early readers and writers—a context that exclusively emphasizes Standardized English alphabetic print and holds up isolated phonics and skills-based reading alongside monolingual ideologies—how might elementary Language Arts classrooms support young children to thoughtfully investigate and interrogate the relationships between language, multimodality, power, and identity? Drawing on data from a two-year long teacher and researcher collaborative inquiry of translingual literacies among elementary children in the Midwest United States, I offer a brief discussion of a critical translingual framework and offer three classroom practices that enhance children's critical interrogations of language in the elementary classroom. I highlight the heart of a critical translingual framework as a focus on both the expanded spatial dimension of texts (Canagarajah, 2017) and its potential to unsettle and resist dominant deficit perspectives too often imposed on language-minoritized students (Seltzer, 2019).

Author, 2019

Canagarajah, S. (2017). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. Applied Linguistics, 39(1), 31-54.
Seltzer, K. (2019). Reconceptualizing "Home" and "School" Language: Taking a Critical Translingual Approach in the English Classroom. TESOL Quarterly.

4. The Limits of Leveraging: Race, Power, and Practice in Language Education Settings

Dr. Danny C. Martinez

University of California, Davis

Dr. Elizabeth Montaño

University of California, Davis

Calls to leverage the communicative repertoires of racialized youth during literacy learning activities are not often accompanied by examples of how to leverage these practices. We draw on findings from a social design experiment that centered teacher learning related to leveraging Black and Latina/o youths' communicative repertoires for expansive learning opportunities (Engeström, 1991). Gutierrez (2008) calls us to reimagine learning ecologies as saturated with historically robust tools that mediate both horizontal and vertical forms of learning. Engeström (1991) invokes learning experiences that break through the "encapsulation" of learning.

Breaking through the encapsulation of teacher learning involves the development of learning ecologies that acknowledge that youth of color possess expansive communicative repertoires (Rymes, 2010). We document two teachers' understanding of their students' communicative repertoires through the use of video clubs (Sherin & Han, 2004), while following changes in their instructional practices over time. Classroom data sets were created in teachers' classrooms and shared with other teachers, their students, administrators, and researchers. These datasets serve as mediational tools where a range of stakeholders discussed how teachers can transform their instructional practices. Findings point to a range of linguistic ideologies that both support and constrain the expansion of classroom communicative repertoires. However, the findings also suggest that involving students provided emic insights into the ways in which Black and Latinx youth make meaning in literacy learning contexts.

Engeström, Y. (1991). Non scolae sed vitae discimus: Toward overcoming the encapsulation of school learning. Learning and Instruction, 1, 243-259.

Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. Reading Research Quarterly, 43(2), 148-164.

Rymes, B. (2010). Classroom discourse analysis: A focus on communicative repertoires. Sociolinguistics and language education, 528-546.

Sherin, M. G. & Han, S. H. (2004). Teacher learning in the context of a video club. Teaching and Teacher Education, 20(2), 163-183.

5. **Ideology and Identity in English Language Arts Teachers' Linguistic Styling in U.S. Classrooms**

Dr. Mike Metz

University of Missouri

Students' language ideologies are shaped by myriad forces in a linguistic ecosystem. Within this linguistic ecosystem, the English Language Arts teacher plays a pivotal role: they select literature that represents particular language forms as worthy of study; they monitor, assess, and correct students' written and spoken language; they teach explicitly about language, serving as the main source of meta-discourse about language; and they act as a model for language use in an academic setting. While teachers' pedagogical choices have been increasingly studied, little research explores the role of teachers' language use.

This comparative case study juxtaposes data from a Dialect Density Measure (Renn & Terry, 2009), with microethnographic discourse analysis of moments of marked linguistic styling (Coupland, 2007) to explore ideologies communicated through teachers' language use. While the DDM notes little variation between teachers, discourse analysis reveals differing teacher identities, classroom contexts, and student demographics contribute to significant variation in how teacher language use is constructed and interpreted. To make sense of teachers' linguistic styling it is necessary to examine both the identity work and the pedagogical work teachers enact through their language use.

Implications advise teachers hoping to cultivate critical language awareness in their students to consider their positionality as producers of language. The contextualization of identity performance in the classroom, through language, adds layers of complexity that cannot be disentangled through quantitative measures. Varying levels of audience design and teachers' engagement with overlapping communities of practice are considered.

Coupland, N. (2007). Style: Language Variation and Identity. Cambridge, UK ; New York: Cambridge University Press.

Renn, J., & Terry, J. M. (2009). Operationalizing Style: Quantifying the Use of Style Shift in the Speech of African American Adolescents. American Speech, 84(4), 367–390.

Keywords: language ideologies of high school students; microethnographic discourse analysis; identity performance; linguistic ecosystem; English language arts teacher; linguistic styling