

## Examining Language Ideologies: A Planning Worksheet

### **Reflect**

Think about deficit-based phrases or remarks you have heard spoken by colleagues at your school with regards to students'/families' linguistic practices or ideas and abilities as reflected by their linguistic practices. Reflect on possible reasons why speakers enact those deficit discourses. What are some possible alternative discourses that reflect an asset-oriented stance toward linguistic practices?

Deficit discourses	Possible Causes	Alternative discourses

### **Brainstorm**

What types of professional development activities/small systemic changes might help colleagues deepen their understanding of linguistic ideologies as a concept, reflect on their own linguistic ideologies, and thoughtfully examine how their linguistic ideologies may impact their instructional decisions & interactions with students and families?



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### **Key Players**

Identify key players who can help implement your plan to teach colleagues about language ideologies, examine deficit-based language discourses in your school/district and sustain an environment that normalizes asset-based discourse about language.

Stakeholders	Powerbrokers	Allies

### **Resources**

What websites, book chapters, articles might help inform colleagues about language ideologies?

Type of resource (ex. book, chapter, website, worksheet)	Name



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### PD Plan

#### Learning Goals:

Location: \_\_\_\_\_

Time: \_\_\_\_\_

Duration: \_\_\_\_\_

#### Materials:

#### Steps:



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### Research Resources

#### Whiteness and Racism in Discourse and Education

- Bonilla-Silva, E. (2014). *Racism without racists: Color-blind racism and the persistence of racial inequality in America* (4th ed.). Lanham, Md: Rowman & Littlefield.
- Crenshaw, Carrie (1997). Resisting whiteness' rhetorical silence. *Western Journal of Communication* 61: 253-278
- Ladson-Billings, G. (2004). Just what is critical race theory and what's it doing in a nice field like education. *The Routledgefalmer reader in multicultural education*, 49-67.
- Leonardo, Z. (2009). *Race, whiteness, and education*. New York: Routledge.
- Nakayama, Thomas K., and Krizek, Robert L. (1995). Whiteness: A strategic rhetoric. *Quarterly Journal of Speech* 81: 291-309
- Picower, B. (2009). The unexamined Whiteness of teaching. *Race, Ethnicity, and Education*, 12(2), 197-215.
- Trechter, S., & Bucholtz, M. (2001). Introduction: White noise: Bringing language into whiteness studies. *Journal of Linguistic Anthropology*, 11(1), 3-21.
- Flores, B. (2005). The intellectual presence of the deficit view of Spanish-speaking children in the educational literature during the 20<sup>th</sup> Century. In P. Pedraza & M. Rivera (Eds.), *Latino education: An agenda for community action research* (p. 75-98). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Gándara, P., & Orfield, G. (2012). Segregating Arizona's English learners: A return to the "Mexican Room"? *Teachers College Record*, 114(9), 1-27.
- Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. New York, NY: Routledge

#### Raciolinguistics

- Dudley-Marling, Curt, and Krista Lucas 2009 Pathologizing the Language and Culture of Poor Children. *Language Arts* 86(5):362-370.
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149-171. doi:10.17763/0017-8055.85.2.149
- Lippi-Green, R. (2012). *English with an accent: Language, ideology and discrimination in the United States*. Routledge.
- MacSwan, J., Rolstad, K., & Glass, G. V. (2002). Do some school-age children have no language? Some problems of construct validity in the Pre-LAS Español. *Bilingual Research Journal*, 26(2), 395-420.
- Rickford, J. R. (2016). *Raciolinguistics: How language shapes our ideas about race*. Oxford University Press.
- Rosa, J. D. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26(2), 162-183.
- Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46(5), 621-647

#### Humanizing Pedagogy & Holistic Bilingualism

- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.
- García, O., Johnson, S. I., Seltzer, K., & Valdés, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon.
- Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and language*, 36(1), 3-15.
- Hartsock, N. C. M. (1997). The Feminist Standpoint. In L. Nicholson (Ed.), *The Second Wave: A Reader in Feminist Theory* (pp. 216-240). New York and London: Routledge.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Kincheloe, J. L. (2004). *Critical pedagogy primer*. New York: P. Lang.
- Leistyna, P. (1999). *Presence of mind: Education and the politics of deception*. Boulder, Colo: Westview Press.
- Palmer, D. K. (2018). *Teacher leadership for social change in bilingual and bicultural education*. Blue Ridge Summit, PA; Bristol, UK;: Multilingual Matters.
- Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York: Teachers College Press

#### Online Resources

- Translanguaging pedagogies, including videos, guidebooks, and ideas
  - <https://www.cuny-nysieb.org/classroom-videos/>
- Teaching Tolerance
  - <https://www.tolerance.org/>
  - <https://www.tolerance.org/professional-development/facilitator-guides>

