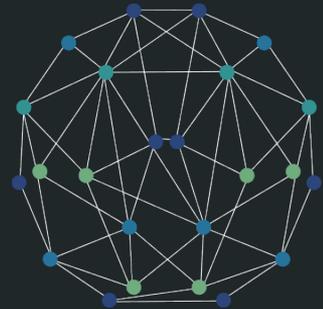


# Expanding the Horizons of Language Teaching

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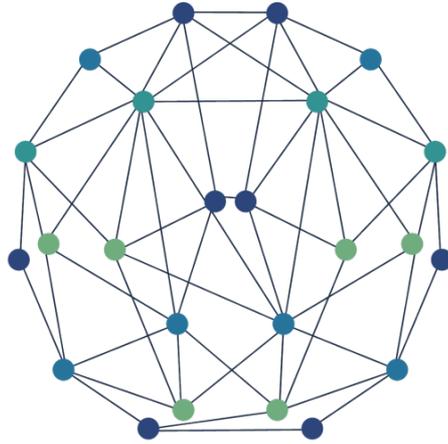
Lisa Dorner, PhD  
University of Missouri  
Foro Fulbright  
March 16, 2018

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C O L O M B I A  
#BeFulbright  
—60 years—



First ... I thank you

**FULBRIGHT**  
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— 60 years —





## And I also thank . . .

Cervantes-Soon, C., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, 41(1), 403-427.

Palmer, D., Cervantes-Soon, C., Heiman, C., & Dorner, L. (forthcoming, 2018). Bilingualism, biliteracy, biculturalism and critical consciousness for all: Proposing a fourth fundamental principle for two-way dual language education. *Theory into Practice*.

## Educational Leadership & Policy Analysis

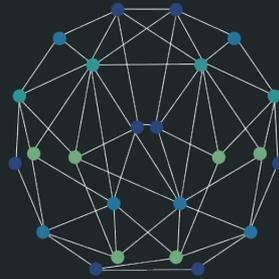


University of Missouri

# Our Agenda: Integrating Citizenship and Critical Consciousness in Language Education

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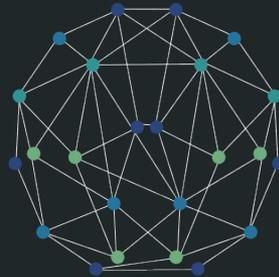


1. My journey into language & citizenship
2. What do we mean by citizenship?
3. How can we *do* citizenship in language education?
  - *An example: “bilingual education” in US*
  - *Critical Consciousness - defined*
  - *Critical Consciousness - components*

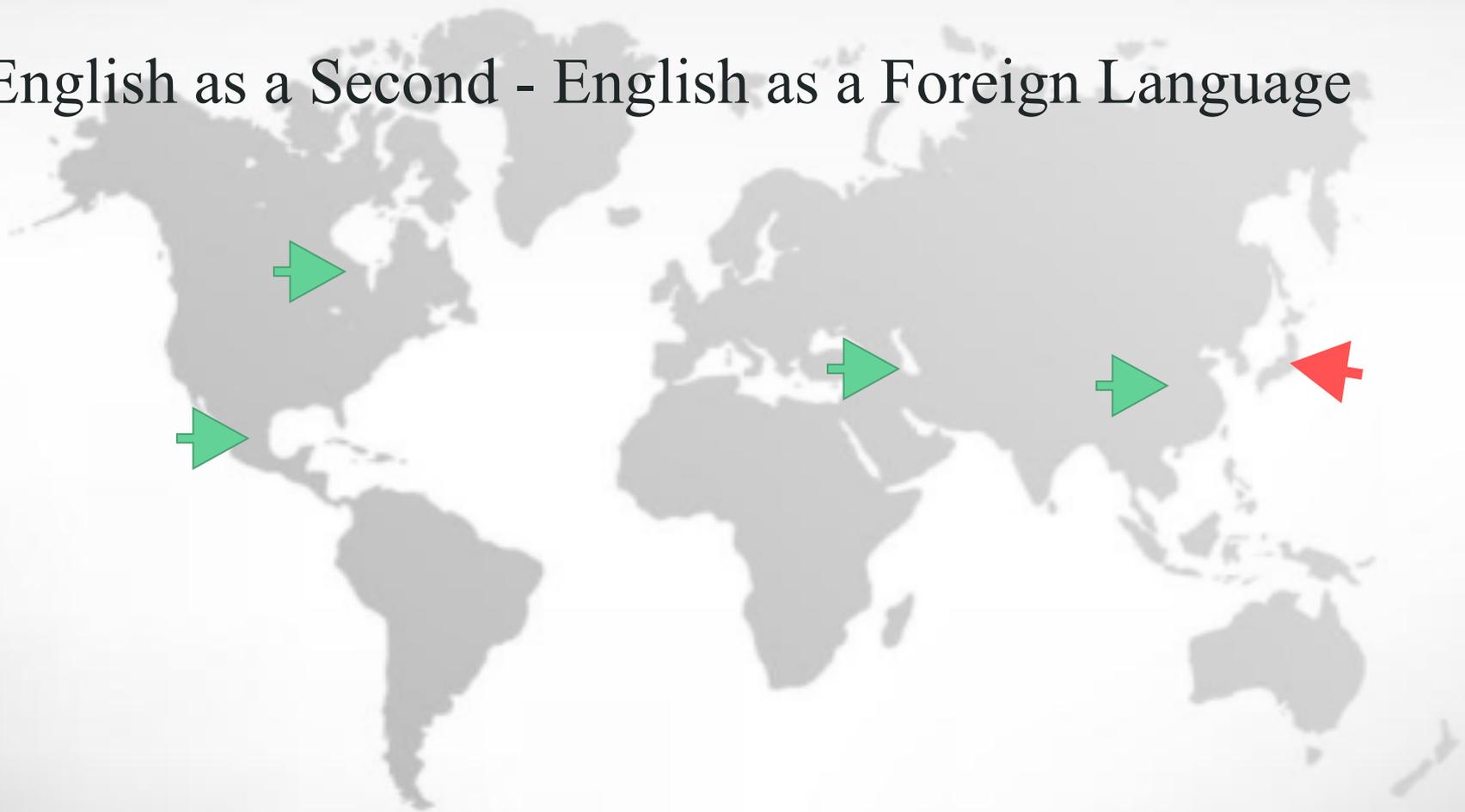
# My Journey into Language and Citizenship Education

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# English as a Second - English as a Foreign Language







# So what did I start learning about citizenship?

Being (becoming) part of a community

New perspective-taking

Joining with others to improve society, but not only one country

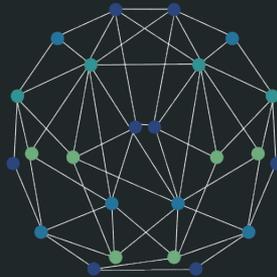
And . . . doing this through multiple languages

What was your  
journey into language  
and citizenship?

# Citizenship in a Transnational Era

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# Conceptions of Citizenship

**Voting**

**Reading** newspapers at  
least once per week

**Belonging** to groups: a local  
church, a teacher's union, a  
student organization

**Working** on a  
political project

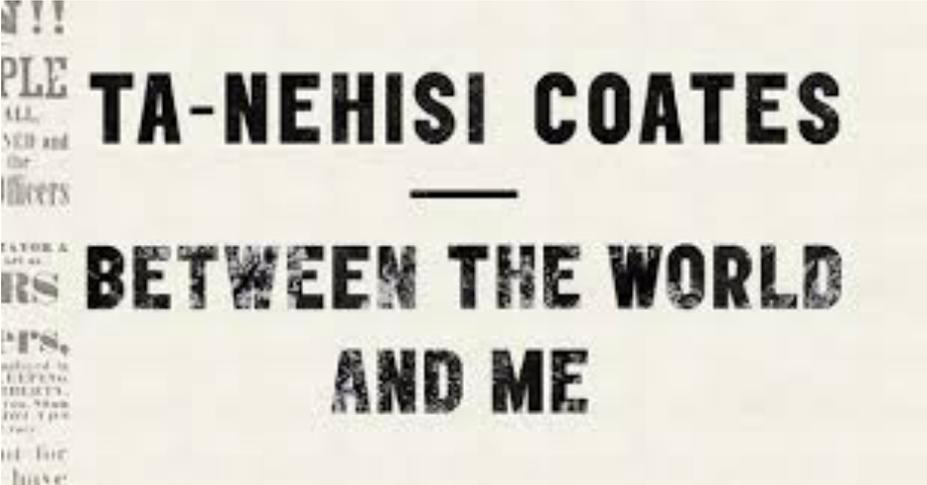
**Volunteering** in the  
community

**Attending** group  
meetings

**Believing** that people are  
trustworthy

# Citizenship Education in the US

“...much of the civic education young people experience in school encourages them to engage in public life based on the core assumption that the infrastructure of our democracy is sound—that all citizens enjoy equitable access to opportunity and can use the tools of self-governance to remedy any threats to such opportunity. Our schools largely educate toward the Dream.”

The image shows the front cover of the book 'Between the World and Me' by Ta-Nehisi Coates. The title is printed in large, bold, black, sans-serif capital letters. The author's name is positioned above the title. The background is a light, textured color. On the left edge, there are fragments of text from the reverse side of the cover, including 'N!!', 'PLE', 'ALL', 'SUD and', 'the', 'Officers', 'LAWYER', 'RS', 'S', 'indicated by', 'ELECTED', 'FOR YOUR', 'THEY TALK', 'about', 'have'.

**TA-NEHISI COATES**  
**BETWEEN THE WORLD  
AND ME**

<https://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/>

“To acknowledge these horrors means turning away from the brightly rendered version of your country as it has always declared itself and turning toward something murkier and unknown. It is still too difficult for most Americans to do this.”

---



The Dreamers **Belong - Attend - Read - Volunteer - Trust - Work . . .**

**But they cannot Vote.**

There are tensions between  
the *ideals* of citizenship and  
the *reality* of our  
communities.



**Oprah Winfrey** ✓  
@Oprah



George and Amal, I couldn't agree with you more. I am joining forces with you and will match your \$500,000 donation to 'M... These inspiring young pe... Freedom Riders of the 60... had ENOUGH and our vo...  
5:36 PM - Feb 20, 2018

♡ 469K 💬 98.5K people



**Barack Obama** ✓  
@BarackObama

Following

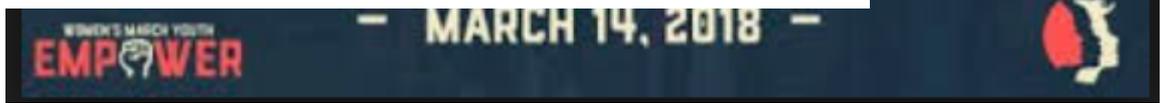


Young people have helped lead all our great movements. How inspiring to see it again in so many smart, fearless students standing up for their right to be safe; marching and organizing to remake the world as it should be. We've been waiting for you. And we've got your backs.

Follow



AN ENCYCLOPEDIA OF  
CITIZEN PROTESTS AND UPRISINGS  
AROUND THE WORLD



# Defining Citizenship Anew

Citizen = not a legal status but rather a signifier “of the rights of individuals to participate fully in civic communities at local, national, and global levels regardless of age or legal residency” (Mirra & Garcia, 2016)

Citizenship = “...moving away from viewing it as a possession or status to be achieved and toward a practice to be constantly negotiated based on the contexts that young people are experiencing...”

**Citizenship goes beyond voting.**

**It includes participating in community life toward improving our communities & lives.**

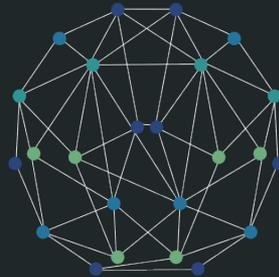
**It can be global or transnational.**

Let's think about *civic  
interrogation.*

# Bilingual Education in US

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# What is Bilingual Education in the US?

- **Bilingual education** since the 1960s has been viewed as a civil right for children from immigrant families, to learn material in their home languages in order to facilitate their learning of English. Thus, people often equate “bilingual education” with education for immigrants (often called “English Learners”).
- One of the most popular bilingual approaches is called **Dual Language** or Two-Way Immersion education. Usually starting in primary in public schools (5 years old), these programs integrate young children from immigrant families with children who are English-dominant. Together, they learn in two languages, for example, developing academic fluency in both English and Spanish from primary to high school.

# Being bilingual is in the news . . .

× National Public Radio, Inc. [US] <https://www.npr.org/sections/ed/2016/11/29/497943749/6-potential-brain-benefits-of-bilingual-education>

5 MILLION VOICES

## 6 Potential Brain Benefits Of Bilingual Education

November 29, 2016 · 6:00 AM ET

 ANYA KAMENETZ  



adservice.google.com.co...

## Bilingual kids:

- Pay better attention
- Show empathy for others
- Do better academically
- Are less likely to suffer from diseases like Alzheimer's
- Get good jobs!

## Students in bilingual programs:

- Are exposed to people who are different from them

# ... and bilingual programs are fast growing!



5 MILLION VOICES

## The Return Of Bilingual Education In California?

October 26, 2016 · 6:16 AM ET



CLAUDIO SANCHEZ



IMS



DEEDS



Directory



Higher Ed

Welcome

Utah's Department of Education

DOE Main Schools **Instruction and Assessment** Supports Educators Accountability and Performance DIAA

Standards and Instruction Assessment Early Learning Exceptional Children CTE Special Programs

Instruction and Assessment / Standards and Instruction / World Languages

### WORLD LANGUAGES

World Language Welcome  
World Languages Resources  
International Education  
International Education Resources  
Regulation 502  
**Delaware World Language Immersion Programs**  
DE World Language Teacher Leader Network  
DE Summer Chinese LinCS  
Certificate of Multiliteracy

## DELAWARE WORLD LANGUAGE IMMERSION PROGRAMS

### Delaware and Languages

World language capacity is crucial to Delaware in order for the state to maintain and strengthen its domestic economy. Governor Jack Markell has spoken publicly about the importance of young Delawareans learning a world language, saying that Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage. The [Governor's World Language Expansion Initiative](#) proposes an aggressive world language education plan that prepares Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. In essence, Delaware will begin to graduate globally-competent students with advanced-level proficiency in languages, giving them an economic advantage in the multilingual and multicultural workforce of the 21st century. A part of this initiative involves beginning immersion programs in kindergarten in elementary schools across the state. [Global Citizenship Video](#)

### Why Immersion?

More than forty years of research consistently documents the power of immersion education to help students attain high levels of world language proficiency. No other type of instruction, short of living in a non-English-speaking environment, is as successful. Young children especially thrive in this type of learning environment

Dual

Karl Bow  
Specialis  
Phone: (8

# Goals of Dual Language (Bilingual) Education

1. Academic proficiency in two languages (bilingualism/biliteracy)
2. Grade-level academic achievement
3. Cross-cultural competency (biculturalism)

# Challenges with Dual Language Education

## 1. Student Access

- a. It is easier for US-born English speakers to enroll, in comparison to other languages.
- b. Of the English speakers that do enroll, most of them are White.

## 2. Support for Parents

- a. Even though ~half of families speak other languages, meetings happen in English.
- b. English is privileged, spoken first, and translated, rather than the reverse.

## 3. Classroom Curriculum, Pedagogy, and Interactions

- a. It is challenging to find authentic resources in the non-English language.
- b. Materials often depict stereotypical images of cultures not related to students'.
- c. The manner of teaching may favor middle-class, White US norms.
- d. Due to different discourse patterns and other socio-political realities, English-dominant children tend to take over conversations.

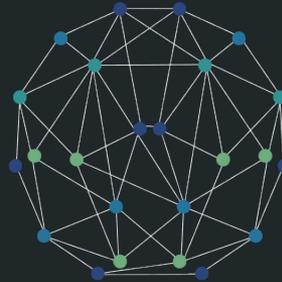
*A new 4th goal:*

1. Bilingualism/Biliteracy
2. Academic Achievement
3. Cross-culturalism
4. **Critical Consciousness**

# Defining Critical Consciousness

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# Reading the World: Paulo Freire (1970)

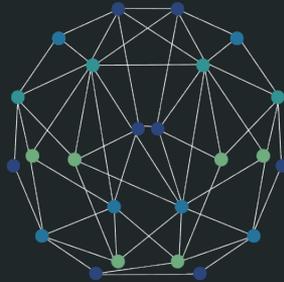
1. We live in an oppressed, unequal world.
2. We are the ones who must liberate and transform our world.
3. To do this we must:
  - a. Recognize our part in the world and the oppression
  - b. Engage in ongoing dialogues
  - c. Break down the power structures and myths that frame our lives
  - d. Re-humanize our relationships with others

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world  
(Paolo Freire, 1970)

# Components of Critical Consciousness

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- 1. Interrogating power**
2. Historicizing school and policy contexts
3. Critical listening
4. Engaging with discomfort
5. Taking action

# Interrogating Power

*To question and analyze existing power structures*

*To develop more democratic structures*

- Which languages exist in our schools? When are those languages used by which individuals? Who can enroll in my school?
- What does it mean to be a “bilingual” school? What resources are used here, depicting whose view of the world?
- Who has the opportunity to run or design the school? Who controls the parent organization? Who is on the locally elected school board?
- What kinds of state tests exist? How do they enforce a particular view of language?

# Interrogating Power: In the Community

Example of a parent from Mexico in a dual language school in Chicago

*En cierto caso, no estaba muy bien lo que están haciendo, porque mi manera de pensar es que: el niño que aprendió inglés, ¿su castigo haberlo aprendido lo van a dejar afuera del programa? ¿Entiendes? Un niño, un niño Hispano que hace el examen, y sabe mucho inglés, afuera del programa. . . ¡No tiene sentido, si lo que se trate que los niños aprendan los dos idiomas!. . . O no entendí cual es la razón del programa. . . Estoy inscribiendo la niña porque yo quiero que lleva un educación bilingüe.*

1. Interrogating power
- 2. Historicizing school and policy contexts**
3. Critical listening
4. Engaging with discomfort
5. Taking action

# Historicizing School and Policy Contexts

*To deconstruct mainstream explanations of the past*

*To foreground individuals' own histories*

- What led to the development of bilingual education in your context?
- Who helped develop your particular school or program? With what goals in mind? For which children?
- Which different kinds of linguistic communities have lived in this area? How have these groups used languages?

# Historicizing: A Key Court Case

*Lau versus Nichols (1974 Supreme Court Case)*

This suit claimed that children of Chinese parents were not receiving a fair and equal education due to their lack of English fluency. They argued they were entitled to special help, for instance, because of the ban on educational discrimination from the *Civil Rights Act*.

The result became the basis of bilingual education: **thus in the recent US history bilingual education exists for all because of the historical fights of immigrant parents in California.**

# Historicizing: A Name Change

Within the US Department of Education,

**The Office of Bilingual Education and Minority Language Affairs (1974)**

was replaced by the

**Office of English Language Acquisition (in 2001)**

Excerpt 5. Google+ Conversation.

1. Jenna: Soo!!!!!!!!!!!! Its been so long! How's life?

2. Soo: good. . . . . i guess i go to a girl middle school

(여자중학교ㅠ) [a girl's middle

3. school] 수련회도 갔다 오공... [I also went to a camp...]

4. ㅋㅋㅋㅋ. i miss u soooooo much when r u coming back? and how's lifeㅎ

5. Jenna: im not sure when we're coming back. . . it's all kinda iffy. do u like going to a girl's

6. middle school? why'd u change schools?

7. Soo: 나 이제 중학생임 ㅋㅋㅋ [I am now a middle schooler] its kind of different. . . the system..

8. Kevin: (tagging Ben) SCREW THE SYSTEM! I THREW IT ON THE GROUND!

9. get the reference?

10. Ben::P

11. Let's make our own Chinese system:D

12. 我要喝珍珠奶茶 [I would like to drink bubble tea]

\* English in [ ] is translation from the original Korean or Chinese

Historicizing:  
One Student's  
Many  
Languages

1. Interrogating power
2. Historicizing school and policy contexts
- 3. Critical listening**
4. Engaging with discomfort
5. Taking action

# Critically Listening

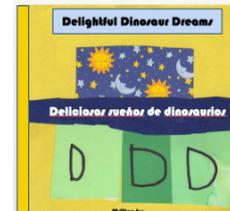
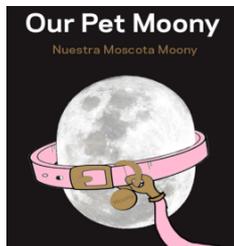
*To develop understanding of others' lives and experiences*

*To empathize with others*

- The act of critical listening embodies curiosity and attention, sharing, caring, reciprocity, and responsiveness toward others.
- What are the unspoken (or spoken) assumptions about people of certain racial, linguistic, gender, or immigrant backgrounds in your contexts?
- Do students, teachers, or parents of certain backgrounds seem to stay silent -- or get silenced ("drowned out" by others) -- in your classroom or school? Who usually talks the most or loudest? Who doesn't?
- What practices do we need to adapt to listen more closely?

# Critical Listening: In a Spanish Dual Language School

- A family literacy, storytelling workshop was presented first in **the school's immersion language** (Spanish) and then English (to privilege the less “dominant” language in this context).
- Children worked with their parents to learn their stories and together write a children's book. Then, they presented these books to their classmates.



writing in my languages

**E**

so escribo  
en español  
estoy textian-  
do en mi  
telefono



I am writing  
in my  
telefono  
in my  
languages

**M**

yo te  
mensaje  
mensajes  
en mi telefono  
le doi mensajes  
a mi papa  
mami  
mis  
primos



Engles  
writing

**E**

yo escribo  
en mi libro  
de tagres  
de la  
escuela

espanol  
español



I learn  
about different  
things when I am  
in a trip



1. Interrogating power
2. Historicizing school and policy contexts
3. Critical listening
4. **Engaging with discomfort**
5. Taking action

# Engaging with Discomfort

In doing any of this work:

- recognizing the histories of oppressed peoples
- acknowledging unequal histories
- trying out new ideas in our classrooms
- going against the norm (or what our school leaders/policymakers want)
- speaking languages in which we're not proficient and may feel judged

... we are going to have to engage with discomfort.

This is part of the risk-taking that has to happen for us to grow as teachers.

# Engaging with Discomfort: In the Classroom

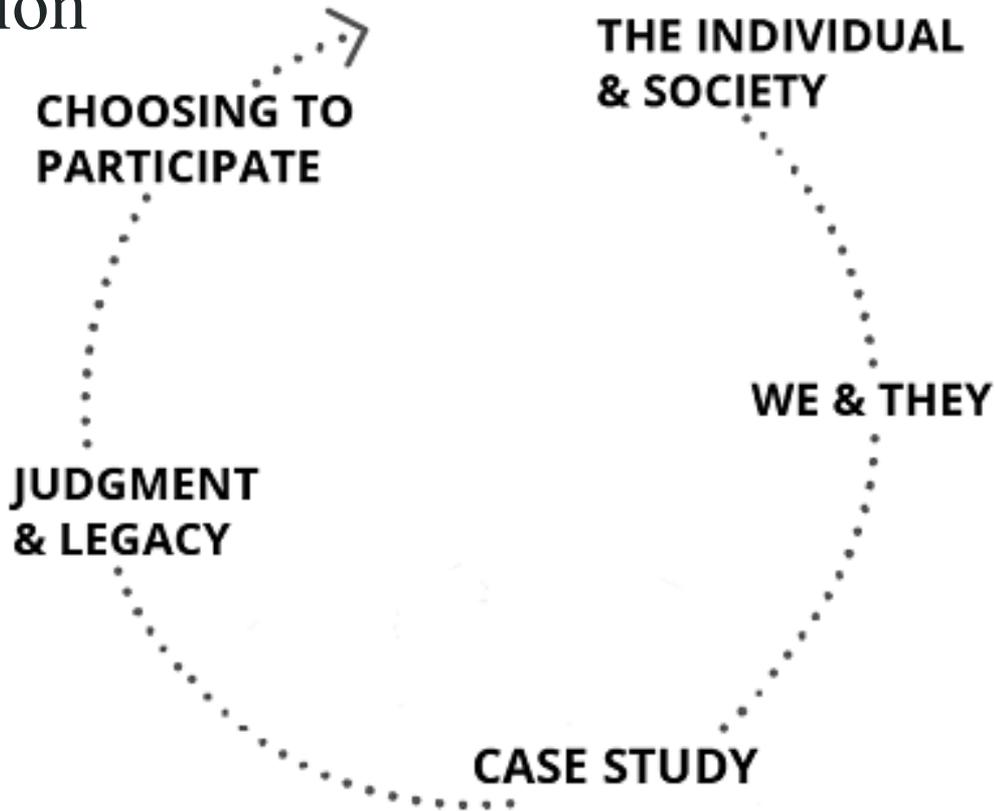
When engaging in difficult and sometimes uncomfortable topics regarding language use or immigration, one teacher in a bilingual school in Texas offers several entry points for students.

Some children choose to speak out loud in small groups, while others speak up during whole-class discussions. Others may engage only in written, online responses, or talk to the teacher in a side conversation.

*What do you think might make you or your students uncomfortable? How will you handle that?*

1. Interrogating power
2. Historicizing school and policy contexts
3. Critical listening
4. Engaging with discomfort
- 5. Taking action**

# Taking Action



# Taking Action: Fifth Grade Exhibition



## International baccalaureate “PYP”

<http://www.ibo.org/>

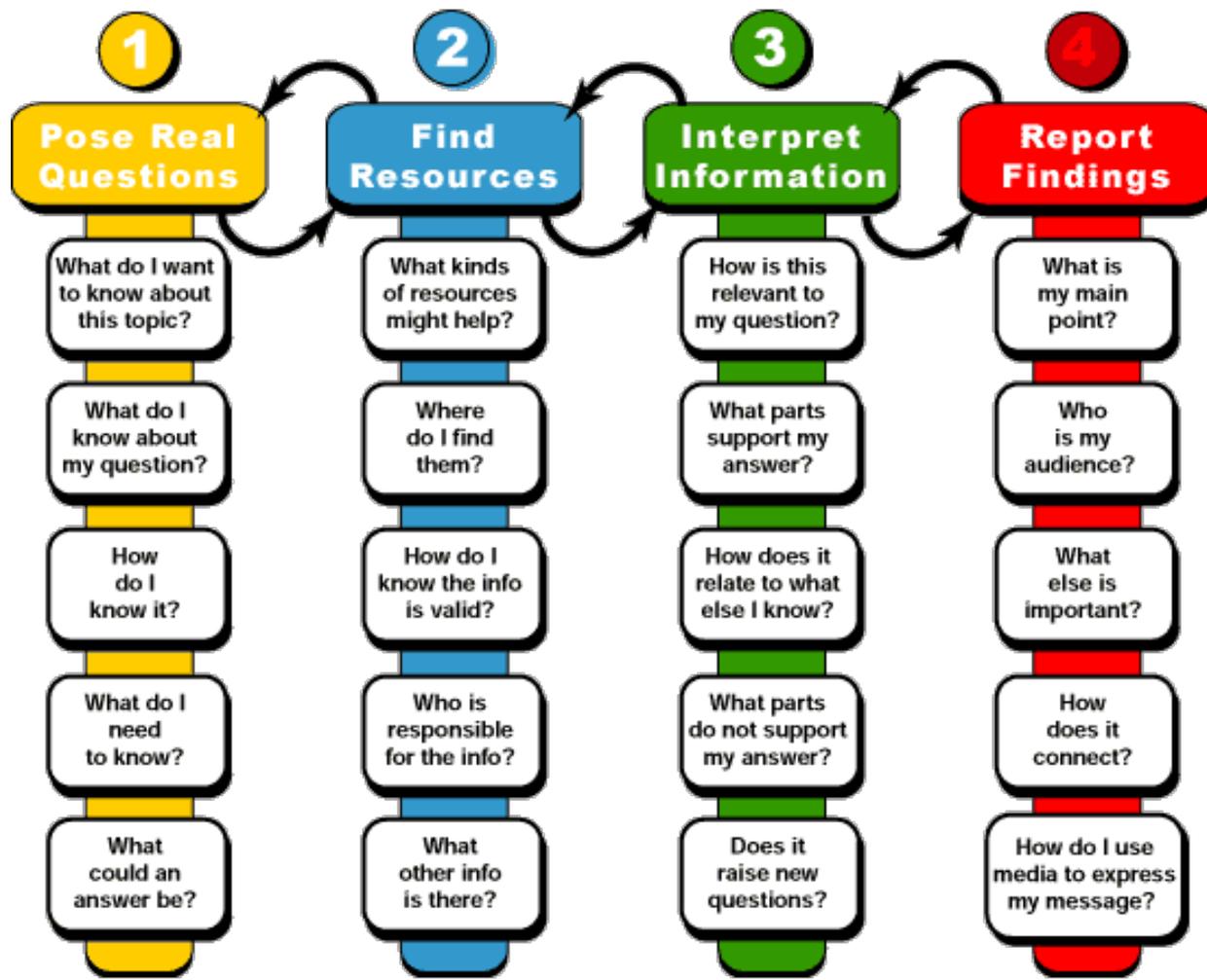
**Central Idea:** Dance Helps People Have an Open Mind

- Action: presentation at school demonstrating different cultural dances

**Central Idea:** The Limited Ability of Machines Affects Mass Production

- Action: interview and blog creation with a small business owner

# The Inquiry Process



Which one of these  
components will you  
try out?

# A Few Teaching Resources

**British Council** - Lessons that integrate the 17 UN Goals for Sustainability: [www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom](http://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom)

**Association for Citizenship Teaching** - <https://www.teachingcitizenship.org.uk/>

**Teaching Tolerance** - Lessons toward an inclusive, diverse democracy: [www.tolerance.org](http://www.tolerance.org)

**Human Library** - a place to “check out” people, to build a positive framework for challenging stereotypes and prejudices through dialogue: <http://humanlibrary.org/>

**Parable of the Paragons** - a “playable post” on how bias happens: <http://ncase.me/polygons/>

**Ted Talks App for Language Learning** - <http://ngl.cengage.com/learnenglishwithtedtalks#home>

¡Muchas gracias!

[www.lisamdorner.com](http://www.lisamdorner.com)

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