

Lopez, Minda Warren. "Children's Language Ideologies in a First-Grade Dual-Language Class." *Journal of Early Childhood Literacy*, vol. 12, no. 2, June 2012, pp. 176-201.

- students are in dual-language program
- In recent years, there's been a rise in ideologies in education → curriculum
- Ideologies are mental representations that influence the knowledge and attitudes of social groups
 - ↳ reproduced by social practices and discourse
 - ↳ not viewed as either positive or negative in this study
- language ideologies are sets of beliefs about language expressed by users as a rationalization or explanation of language use
- most studies focus on older children
- most dual-language programs are based on language ideologies of linguistic pluralism, where multiple languages are supported and taught
 - ↳ most common model in US elementary is the 90/10 - 90% taught in target language
 - ↳ 50/50 one in 5th grade
- Dual-language programs have been proven to be quite effective
 - ↳ there's been an increase in the # of schools
- Study took place at public bilingual school in Texas
 - ↳ 21 students (pretty diverse) - many Mexican Americans, some german ancestry
- Data collected over 10 month periods
- planned w/ teacher to make lessons w/ goal of eliciting ideas through responses to literature containing subject matter pertaining to language attitudes, bilingualism and language choice
- Fairclough's 'Dimensions of discourse analysis'
 - textual level
 - level of discursive practice
 - social practice dimensions

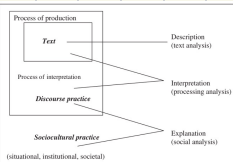


Figure 1. Fairclough's Model of Critical Discourse Analysis (Titcher et al., 2000: 152).

- Gee's method involves more detail - d/ Discourse Analysis
 - ↳ "tools of enquiry" - ways of looking at the world of talk and interaction
- Through Discourse and Conversations, analysts can present evidence for learning how language ideologies and literacies are at work
- Asked questions about semiotic building, world building, identity and relationship building, political building, connection building
- Students responded candidly during read-alouds to teacher queries, to subject matter presented by texts and to other students' in the classroom
- Students had disagreements about what is considered our language
 - ↳ basically said English is the language of the USA

- students asked to write how they are/aren't like Refim (bilingual best character)
- Language brokering is a behavior that bilinguals engage in to assist those who are less skilled or monolingual in communication and can increase the broker's metalinguistic and metacommunicative awareness
- Petipa translates for others who didn't understand the language
- Parents can influence ideology - ex: Johanna's mom is Mexican and prefers to speak Spanish
- ↳ in comparison to Cody - prefers English - looking forward to higher grades w/ more English instruction
- Political building - Cody saw the social status and power in English
- Cody didn't use Spanish outside school because he didn't need to
- Ideologies in bilingual schools are formed inside and outside of school
- ↳ often hidden in discussion, but teachers can find a way to make them more visible
- although bilingual schools are diverse, there are still issues of power, dominance, equity and identity.

Morgan, Brian and Stephanie Vandrick. "Imagining a Peace Curriculum: What Second-Language Education Brings to the Table." Peace & Change, vol. 34, no. 4, Oct. 2009, pp. 510-532.

Classes focusing on 2nd language teaching can be places for essential exchanges for understanding the concept and dimensions of the common good and its implications for peace and war. We share the belief that personal is political. The personal as political Brian Morgan's story opens with him recalling how he was watching a broadcast about a parade for Canadian veterans from WWII. It made him imagine what it must've been like for them. It also reminded him of his wife's uncle who died in WWII. He talks about how well traveled he is and how he realized the countries and people he met were something you can't get out of a textbook. It is very difficult to hate someone you've shared a meal and a sunset, or to destroy their home and neighborhood. Stephanie Vandrick's story is about how she was 10 living in a Christian boarding school^{in India} and was advised to keep her Bible near her bed in case they had to flee late at night due to the possible war between China and India. She recalls feeling protected by her sense of racial, religious, and national privilege. In an ESL classroom, both sides of almost every conflict in the world can end up there. Language is a medium and the object of study. It's dangerous to notice objectivity in commonsense language because it operates below our conscious scrutiny. Second language instructors are in a position to help students see the ways in which grammatical and lexical choices influence social agents and shape how they perceive or feel about other countries and peoples. The hope is that they'll be able to see how representations and concepts change. Propaganda, discourse, and ideology are also perceptual and cognitive processes, hence the possible reciprocal application of second language acquisition research. An ESL classroom is a place with uncommon sense and insight. In Brian Morgan's class, he teaches a course for students that have difficulties with academic language skills and research. Participation in public life requires people to negotiate a broader range of media. He has a major research essay in which students research a current event from a critical media literacy perspective. Common essays are only the 'war on terror' about how Muslims and Muslim nations have had mainstream media because of this. Muslim students said they experienced a rise in discrimination based on their faith since 9/11. Stephanie Vandrick's class has war-related literature in ESL classroom. She believes teaching this helps students examine the universal, critical questions of war. Some people believe that these readings don't provide realistic models for students and aren't representative of the type of reading and writing most of them will do in the future.

Some people also argue it is "politicizing" the classroom. She believes there's no way to neutrally teach this because these topics are interesting. They might help the students develop language skills. Almost all students have some connection to war. She chooses short readings that are available to her. An example is "P.P." which is about a black American soldier in Europe during WWII. This is very interesting to international students because they can ask about the history of racism in the U.S.

I thought this reading was very interesting because it shows how media bias and what we consume while we are growing up can heavily influence the way we view certain things and people. It takes strategic energy to unlearn these ways of thinking. I think that the media can often dehumanize people, but like the reading said, it is difficult to hate someone you've shared a meal with. I also found it very interesting how the teachers taught war literature in ESL classrooms. I personally have never been taught war literature, so I thought that it was a very interesting different approach. It does a good job of acknowledging the differences within the classroom but not making it into a hard thing, but making it a thing that unites them in a sense because they are all learning English as a second language. I also think it's important to teach something interesting because it keeps the students engaged and they are more motivated to speak and express their opinions, which in turn helps them with their language development.