

Loeferman, Jennifer, et al. "Identity and Activism in Heritage Language Education." *Modern Language Journal*, vol. 95, no. 4, Win 2011, pp. 481-495

pp. 481-495

- suggested that it is difficult for language learners to retain their sense of self while also appropriating new subjectivities
- seek to identify and challenge educational practices that reify hierarchies and power relationships
- many schools implement an English only policy → denies students the opportunity to integrate and build upon home languages / identities
 - ↳ don't have opportunity until secondary school in most cases
 - ↳ can lead to lower self-esteem and reinforces linguistic discrimination
- there's a lack of L1 opportunities in elementary schools and there's marginalization of HL and bilingual speakers in "foreign language" instruction
- believe that providing HL and bilingual speakers with structured contexts outside the classroom in which they serve as "language experts" can promote student engagement and let students resist the ideologies that devalue their language / experiences.
- idea: program in partnership with teachers and parents from local elementary schools
 - Spanish course for young HL and bilingual Spanish speakers led by college students
- Cook's theory of "multi competence" moved the field of applied linguistics beyond the model of the idealized "native" monolingual speaker by asserting a conception of the human mind as multilingual
- HL teaching and bilingualism inseparable from identity
- retention of non-English languages by 2nd and 3rd gen Americans is correlated w/ greater academic and socioeconomic success
- U.S. educational policy favors subtractive English-only schooling
- promote student self-esteem and motivation
- argue linguistic hierarchies lead to linguistic insecurity
 - agency - the recognition of one's ability to do
 - ↳ In STL, centered on students' understanding of language varieties, styles, and registers as resources for performing or highlighting identity, adapt to hierarchies in classroom, etc.
- conventions to outside world are encouraged → how power works
- service-learning projects: university students tutoring schools in low-income neighborhoods
 - ↳ risks if not incorporating critical perspectives on "service" or highlighting systemic problems → can reinforce negative stereotypes
 - ↳ can turn into only a tool for student professional development
 - fix: engage participant in reflection and discussion of ideological and structural foundations
- HL have still inherently fostered by ESL programs
- Lack of access to bilingual schools in lower income areas
- After school Spanish program for HL to help w/ reading and writing in Spanish
 - ↳ encouraged parent participation
- College students felt unsure as teachers → especially w/ student discipline and communication w/ parents
- students had difficulty relinquishing standard language ideologies
- Future directions: building a larger community of activists

Rosenbusch, M.H. (1992), "Is Knowledge of Cultural Diversity Enough? Global Education in the Elementary School Foreign Language Program." Foreign Language

Annals, 25: 129-136, p. 129, 133-136

- recent focus on global education because there's a belief that there is a critical need to prepare our nation's students for a future characterized by change, pluralism on interdependence
 - ↳ to develop the youth in knowledge needed to live effectively in a world possessing limited national resources, and characterized by ethnic diversity, cultural pluralism and increasing interdependence.
- Mexico activity used to highlight issues in housing
 - Students asked to draw what they expected Lilia's house to look like and compare their drawing
 - ↳ learn about services available to provide certain needs like a homeless shelter
- Children need global experiences
- Teachers must:
 - understand rationale for global education
 - examine the history of global education and current issues
 - work collaboratively w/ others - ex. specialists in social studies
 - research, develop, and evaluate materials and curriculum for global education
 - obtain classroom experience in helping students develop a global perspective

Gender Neutral Language: Trabajo de una estudiante: resumen y el enlace de nup4 que se encuentra al final, video argentino

- Discouraged in some places to use gender neutral Spanish - ex: todos, todas, todas
- Difficult in Spanish to use gender neutral in comparison to using it in English
 - ↳ affects women, non-binary people and others who identify outside of gender binaries
 - ↳ impacts world view, cognitive processes, etc.
 - ↳ plural always mascul. even if only 1 male in group
- Gendered language can have impact on world view and object classification → ex: bridge in German vs. Spanish^{fem. masc.}
- 93% influence of correlating voice + gender of object
- 15% to gap in female participation in work force if spoke a gendered language → 125 million women
 - Contributing variables - religion, education, geography, and development
- Solutions: "x" - la chica/el chico → Lx chick OR Lx chick
 - ↳ difficult for Spanish speakers to pronounce
- "E" - el chical/la chical → le chique
- Actions to implement: colloquial speech, written language, official change
 - ↳ successful in Sweden, Argentina