Language, Identities, and Power in Dual Language Education: *Seeking ideological clarity within the Oregon context*

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Stories matter
Dual Language Education of New Mexico

- Non-profit, grass-roots organization
  - Begun by teachers in 1996
  - Formalized technical assistance in 2001
- NMABE Affiliate
- DLeNM Strategic Plan:
  - Transformative leadership & advocacy
  - Clearinghouse for dual language resources – [www.dlenm.org](http://www.dlenm.org)
  - Development K-12 dual language model programs with Collaborative Schools in New Mexico

Mission: To Develop, support, and advocate for high-quality dual language enriched education in New Mexico
The Current Narrative in OR:
What’s missing from the “faster English” narrative?

Oregon’s English learners mastering language at quicker pace
By BETSY HAMMOND - Associated Press - Saturday, February 21, 2015
PORTLAND, Ore. (AP) - Over the past six years, Oregon schools have become dramatically more successful at helping students from other language backgrounds master English within five or six years.

As a result, English as a second language courses have become sparse in middle and high schools, with elementary students accounting for more than 75 percent of those who get daily help acquiring English.

~From The Washington Times, February 2015
Is faster better for all ELLs?

<table>
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<tr>
<th>Student Group</th>
<th>Graduation Rate</th>
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<tr>
<td>US All Students</td>
<td>81%</td>
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<tr>
<td>OR All Students</td>
<td>69%</td>
</tr>
<tr>
<td>US ELLs</td>
<td>62%</td>
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<tr>
<td>OR ELLs</td>
<td>49%</td>
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*Education Week, June 2015 and Oregonian, February 2015*
“Woodburn Superintendent Chuck Ransom credits three factors for his district's state-leading graduation rates:”

- “Full-fledged dual language instruction beginning in kindergarten that results in 95 percent of Woodburn students becoming bilingual
- A high school that is broken into four small academies so that students are enveloped in a tight web of support and encouragement by teachers who know them well
- Intensive outreach to students and parents to create a college-going culture”

~The Oregonian, Feb. 2015
DL programs address issues beyond English

Dual Language Program Goals:
All students will.....

- Be at or above grade level in all content areas
- Become bilingual & bi-literate by
  - Developing high levels of academic proficiency in their first language
  - Developing high levels of academic proficiency in a second language
- Demonstrate positive cross-cultural attitudes and behaviors/“cross-cultural competency”
Overcoming the “gaps”

• Achievement Gap
• Opportunity Gap
• ...for the fastest growing sub-group of students in US schools.

• The US Language Gap:
  “Twenty out of the 25 leading industrialized countries start teaching second languages from K to 5th grade and 21 of 31 countries in the European Union require nine years of second language learning.”
  ~Representative Judy Chu, CA, 2011
A context where we should be able to close the “gaps”

NEW MEXICO’S PROGRESSIVE LANGUAGE POLICY
In the United States:

16.3% of the population is Hispanic and
1.7% is American Indian or Alaska Native.

By contrast, in New Mexico:

46.3% of the population is Hispanic and
10.7% is American Indian or Alaska Native.

~Angelo Gonzales: Center for Education and Policy Research, 2013

As the original minority-majority state, NM today gives us a preview today of what the rest of the US might look like in 20 years

WHY LOOK AT NEW MEXICO?
## NM’s History of Bilingual Policy

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<tr>
<th><strong>State Constitution of 1912</strong></th>
<th><strong>Bilingual-Multicultural Education Act of 1972</strong></th>
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| Calls for equal rights for English and Spanish speakers, the preparation of a bilingual teaching force, and professional development for teachers of bilingual learners. | The explicit goal of this act is “for all students, including English language learners, to:

1. become bilingual and biliterate in English and a second language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language; and

2. meet state academic content standards and benchmarks in all subject areas.” |

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<th><strong>NM Seal of Bilingualism/Biliteracy (2014)</strong></th>
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Acts to support NM’s Minority-Majority Student Population

**Hispanic Education Act**
Intends to “provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.”

**Indian Education Act**
Intends to ensure equitable and culturally relevant learning environments, educational opportunities, and culturally relevant learning materials for American Indian students; Ensure the maintenance of native languages; Ensure partnerships between the state Public Education Department and tribal governments to increase tribal involvement and control over education of American Indian students.
Progressive Policy--Same “Gap”

NM 2014 Reading

2014 Reading % Proficient and Above
NM and US Language Loss

“Notwithstanding popular concerns about the ‘refusal’ of Latinos to learn English, both long term and recent research on language use in Latino communities has made clear that in spite of the influx of monolinguals into Latino communities, the shift toward English by Hispanics or Latinos in the United States is unequivocal...a shift toward English is taking place.”

• ½ of adult children of Latino immigrants speak some Spanish at home.
• Only ¼ by third generation.
• Among professional Latinos in CA the shift happens by the 2nd generation.

Five Generations

The common story of language loss in NM
Why does this language loss happen, even in a place like NM?

- Linguistic imperialism
- Hegemony of English
- Operationalized racism in US schools
- Linguistic appropriation
  - Language group belonging and “othering”
Linguistic Imperialism and Linguicism

“Linguistic imperialism is an ever-present threat arising from the global spread of English, even when English is welcomed as a *lingua franca*. Phillipson’s working definition of linguistic imperialism is that ‘the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages.’”

“Linguicism is defined as ideologies, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language.”

~The English Language and Imperialism: The Trojan Horse?
The Hegemony of English

“ESEA must ensure the following:
...Annual, statewide assessments for all students.”

-Signed by 25 civil rights groups, including NCLR, MALDEF and LULAC
Is there a possible shift in attitude happening? Queremos los dos.

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**Figure 3.1**
Importance of English and Spanish (%)

Do you think adult Hispanic immigrants need to learn English to succeed in the U.S.?

- Yes: 87%
- No: 11%

How important is it to you that future generations of Hispanics living in the U.S. be able to speak Spanish?

- Very/somewhat important: 95%
- Not too/not at all important: 4%

Notes: N=1,220. Responses of "Don’t know" and "Refused" are not shown.
Source: Pew Hispanic Center, 2011 National Survey of Latinos
PEW RESEARCH CENTER
Operationalized Racism (Linguicism) in US Schools

Then

Now

English Only Assessment

VAM-Based School “Accountability and Reform”

VAM-Based Teacher Evaluation
Yes, there is great potential with DL programs, but only in concert with additional efforts.
Cautions Regarding Linguistic Appropriation in 2-Way DL Programs

“When language plays an important role in defining cultural or ethnic identity we we refer to identity as ethnolinguistic. Ethnolinguistic identity can thus be viewed as a subjective feeling of belonging to a particular ethnolinguistic group for which the language spoken by the group is an important characteristic.”

Cheech & Chong’s Critical Race Theory

• “Mexican Americans love education so they go to night school and they take Spanish and get a B.”

• “Mexican Americans don't like to go to the movies where the dude has to wear contact lenses to make his blue eyes brown cause don't it make my brown eyes blue.”
Cautions Regarding Linguistic Appropriation in 2-Way DL Programs

“In addition, she looks at how these programs affect the relationship between language and power and how that relationship may affect the children and society. Valdes points out that the Spanish language has served to unite minority communities and has helped them get jobs requiring bilingualism. Some Spanish-speaking parents worry about giving away their language to children of the powerful majority.”


We welcome all children in dual language programs, but we do so with care and respect for students’ linguistic assets, acknowledging that the programs are designed first and foremost to equitably serve the historically underserved student population—emerging bilinguals.
Cautions Regarding Linguistic Appropriation in 2-Way DL Programs

“This research shows that middle-class, English-speaking children can be educated quite successfully through a second language. Many foreign-language teachers in the United States who are concerned about developing second-language proficiency in mainstream children have become interested in dual-language programs...

Valdes, however, urges caution in trying to solve two very different language problems...The quality of the primary language used with minority non-English-speaking children is a key concern, as are the needs of the mainstream children...For example, because the English-speaking children will not understand much Spanish at first, the teacher will need to use simplified and repetitive phrases. However, the Spanish-speaking children are capable of speaking much more complex Spanish.”

Where do we focus in addition to dual language programming?

- Courageous conversations about race, language, identity and power
  - Language Status
- Establishing ideological clarity
- Clarifying priorities
- Assessment and accountability practices
Courageous conversations about race, language, identity and power

• Keeping it Personal, Local and Immediate. ~Glenn Singleton, Courageous Conversations about Race.

• Teachers need opportunities to work through their own racial and linguistic experiences that formulate their identities as bilingual educators.

• Constantly need to act to increase the status of non-English languages.
Establishing ideological clarity

Why are we offering dual language?

1. Preserve our languages and cultures –
   • Build upon the linguistic and cultural capital of our communities, and preserve our heritage
2. Narrow the achievement gap –
   • English Language Learners and native English speakers
3. Prepare students for global society –
   • multilingual/multicultural citizenry that can fully participate in the local and global communities
4. Other?

~David Rogers, DLeNM El Enriquecer© Curriculum
Clarifying Priorities

With limited spaces available, who takes priority?

“But the first and most important decision should be based on the students who need the most support, and that group is the English learners...initially they are the students typically placed at greatest risk. The most effective route to their eventual high academic achievement in English is dual language education...So the program should serve English learners first and foremost.”

Assessment and Accountability Practices

• Yes, we need to analyze students’ proficiency in English literacy, but we also need to track:
  • Spanish literacy
  • Content knowledge in a language students understand
  • English and Spanish language proficiency
An assessment model that matches our end-goal

“We proposed that if we were doing paired literacy instruction, we would need to create an assessment protocol that valued developing biliteracy in children and that would enable researchers, teachers and others to evaluate children’s emergent literacy in terms of a trajectory toward biliteracy that included both reading and writing development and that enabled educators to see biliterate development from a holistic perspective. To that end, we required Literacy Squared schools to assess children in reading and writing in both Spanish and English at all grade levels in the study. We created a hypothetical biliteracy continuum and used informal reading measures in English and Spanish to create a “Trajectory toward Biliteracy.”

Practices that give us hope

PROMISING PRACTICES IN OREGON
Seal of Biliteracy

“We have completed our first pilot project with the Oregon State Seal of Biliteracy. As of today, we have awarded 423 Biliteracy Seals to students from 7 Oregon school districts and one community charter school.”

• Increases the status of bilingualism and non-English languages
• Cultural preservation
• Linguistic pluralism (inclusiveness)
• Engages business community
• Creates an end-goal for program improvement

**Why is it a seal of “bilingualism” in NM?**
Oregon Dual Language/2-Way Bilingual Grant

Bend-LaPine
Hood River
Jackson County
Newberg
Nyssa
Portland
Springfield

**With this comes the opportunity for Spanish assessment via Logramos**
Professional organizations advocating for emerging bilingual students

- OACE
- OAMME
- OALA
- OABE
- State English Learners Alliance (COSA)
- ...

But are you speaking with one voice to policymakers?

HB 3499 Advocates: Oregon Alliance For Education Equity, Stand For Children and the Chalkboard Project?

**Californians Together**
Strategic Planning

- Woodburn
- Hillsboro
Most importantly...practitioners doing the work

Arturo Lomeli, Principal, Hillsboro High School
Anne Erwin, Principal, Beaverton High School
Victor Vergara, Principal, AIS - Woodburn High School
Aaron Downs, Principal, Wilsonville High School

CROSS DISTRICT COLLABORATION:

STRENGTHENING OUR PRACTICES TO MEET THE NEEDS OF ELLS AND EMERGING BILINGUALS

March 12, 2015

dlenm.org
Questions to ponder

• What’s the story you want to tell in your district?
• Who are the underserved students that you need to have the courage to prioritize?
• How will you measure progress toward achieving your story?
• What strategies will you employ to make that story a reality?
Adelante...

“Will educators recommit to their fundamental mission—to ensure high levels of learning for each student?..Will they recognize that in a very real sense, lives are hanging in the balance? We urge them to do so, not for the sake of improved test scores, but for the sake of the dreams and aspirations of the children whose lives they touch.” ~DuFour and Eaker