

UNEASY BEDFELLOWS

**TWO-WAY IMMERSION,
THE SEAL OF BILITERACY,
AND THE ORIGINAL SOCIAL JUSTICE AGENDA
OF BILINGUAL EDUCATION**

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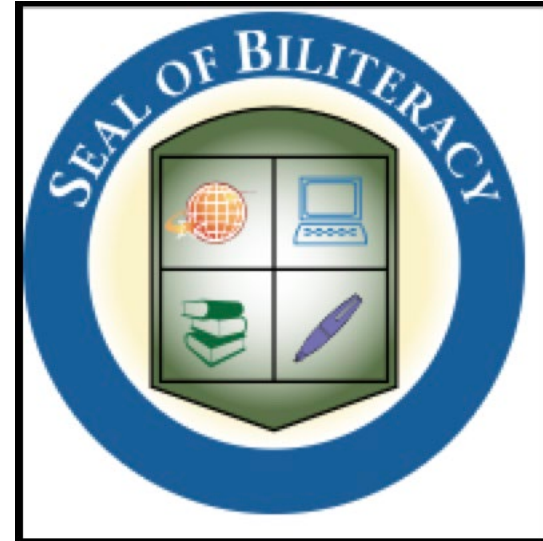
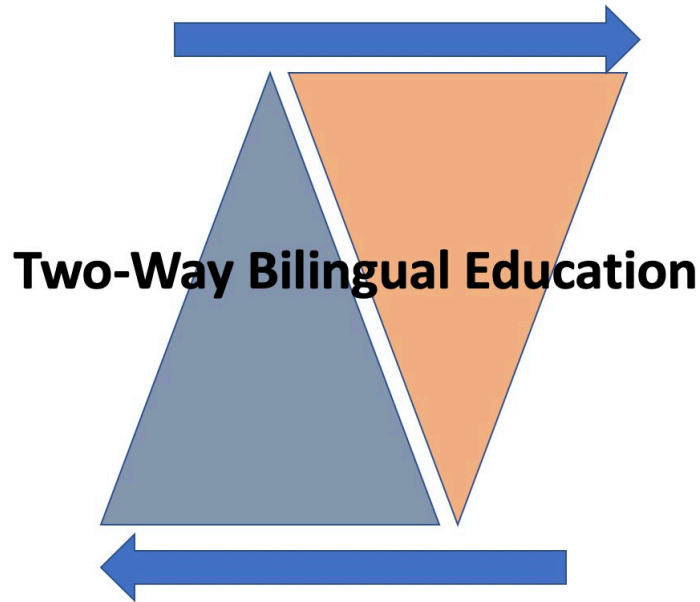
In this presentation, I am going to talk about

Language



Multilingual children. www.shutterstock.com

I will focus on two growing efforts for developing additional and heritage languages in the United States



It is my goal:

- to underscore the similarities and differences between three language instructional contexts:
 1. Bilingual Education
 2. World Language Instruction
 3. Heritage Language Instruction

and

- to examine the social justice issues surrounding the "production" of *bilingual individuals* as compared to the "support" of *bilingual individuals and communities*.

A road map for this presentation

1. The current context
2. Two concerning “new” initiatives (TWBE and SoBL)
3. The language teaching enterprise
4. The challenge of competing agendas
5. Going forward

The current context



The current context



Demands of globalization for the 21st Century



Educational privilege



Movement of peoples



Educational disadvantage

Educational privilege and the income achievement gap is real.

Reardon (2013) argues that:

Growth income inequality means that family resources have become increasingly unequal.

At the same time, families are increasingly focused on their children's education.

There is a growing disparity in the extent to which families invest their time and their money in their children's education.

High income families invest 7 times as much on their children's development.

Migration and educational disadvantage are often connected.

Sections

The Washington Post
Democracy Dies in Darkness

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Immigration

Immigrant kids fill this town's schools. Their bus driver is leading the backlash.



Don Brink picks up students on his route in Worthington, Minn. The town has seen an influx of undocumented children, but Brink does not support a plan to expand local schools. (Courtesy Perry/For The Washington Post)

By [Michael E. Miller](#)

Screenshot

We know that there will be consequences for children now in cages.



(theguardian.com)

The theoretical and ideological context has also changed.

The fields of second language acquisition, applied linguistics and sociolinguistics are changing.

The concept of **language** itself has been problematized.

Some researchers, for example:

- use the term **linguaging** rather than speaking.

- argue that we should no longer compare language learners with “native speakers.”

Becoming bilingual (the logical outcome of second language study)
and producing bilinguals (the logical goal of institutionalized language teaching)
is now seen is immensely more complicated.

Two “New” Concerning Initiatives





Two Way Bilingual Education (TWBE)

One of several instructional arrangements that are part of bilingual schooling in the United States

Designed as enrichment, additional language programs for both middle-class and minoritized English-speaking students

Also expected to serve as English acquisition programs for immigrant-origin English-language learners

Most have viewed TWBE positively

(E. Garcia, 2002,p. 57)

Two-way immersion programs have three major goals:

to help language minority children to learn English and find success in US schools,

to help language majority children learn a foreign language without sacrificing their own success in school,

and to promote linguistic and ethnic equity among the children, encouraging children to bridge the gaps between cultures and languages that sadly divide our society (E. Garcia, 2002,p. 57)

Others have expressed concerns

As a long-term advocate of immigrant-origin Latinos in the United States, I urged the profession to be cautious (Valdés, 1997).

I was concerned about the quality of Spanish that would be available to Latinx students in TWBE that catered to English monolingual children.

I raised questions about the degree to which societal inequalities could be overcome by curriculum and teaching practices and by bringing together advantaged and disadvantaged children.

Contemporary concerns

Critical scholars (Cervantes-Soon, 2014; Cervantes-Soon et al., 2017; Dorner, 2016; Fitts, 2006; Flores, 2016; Palmer, 2010; Scanlan & Palmer, 2009; Varghese & Park, 2010), have recently raised serious questions about;

1. **inequalities** in two-way immersion programs,
2. **the commodification of language**,
3. **relationships of power**,
4. **neo-liberal exploitation.**

They reject the “language as resource” perspective:

In addition to criticizing the widely accepted conceptualization of language: “language as resource” and its less-than-positive impact for the Latinx population, a number of researchers have also examined ideological race and inequity in TWBE programs.

A soon to appear volume (Flores, Tseng & Subtirelu (eds.) argues that:

Privileged parents want to give their children the "gift of language" providing them with access to what these authors refer to as "**white bilingualism.**"

This type of bilingualism is applauded as a special accomplishment for privileged children analogous to excelling at playing the violin or competing on a winning swim team.

It signals to the world that the children's parents are preparing them well to compete and win in the national/international contest currently focused on identifying "talent."

The Seal of Biliteracy- the other initiative

The Seal of Biliteracy's (SoBL) has grown from a grassroots initiative in California that originally sought to recognize the value of the linguistic multicompetence of immigrant-origin students to a now widely-established policy and agreed-upon practice touching the lives of students who study foreign/world languages.

The Seal of Biliteracy Program

Californians Together

presents

THE SEAL OF BILITERACY PROGRAM



The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.

This is the 3rd edition of our Seal of Biliteracy Information and Implementation Booklet. We hope you find this updated booklet helpful when planning to adopt and implement the Seal of Biliteracy and pathway awards.

[Physical copies are available for purchase in our store.](#)



Download the Booklet

Legislation

[AB 815 State Seal of Biliteracy \(Brownley\)](#)

AB 815 (Brownley) established the state Seal of Biliteracy Program to recognize high school graduates who have attained a high level of proficiency in speaking, reading and writing in one or more languages in addition to English. The State Seal of Biliteracy shall be awarded by the State Superintendent of Instruction when students meet the criteria contained in the legislation. There are 31 states including California plus the District of Columbia Public Schools with a formal State Seal of Biliteracy Program.

According to Olsen (in press)

SoBL came about as a new strategy by **Californians Together** to change anti-bilingual sentiment after Prop 227 and to shift public perceptions regarding bilingualism

bilingual skills needed to be posited as rigorous and high-level academic skills - **emphasizing *biliteracy*** (the ability to speak, read and write and engage in academic work in two or more languages) **rather than just bilingualism.**

The SoBL:

has been implemented in 36 states and the district of Columbia

Is endorsed by:

the American Council on the Teaching of Foreign Languages,

the National Association for Bilingual Education,

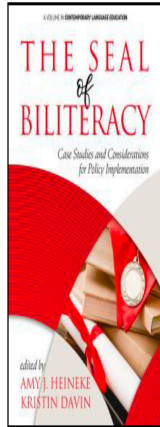
the National Council of State Supervisors for Languages, and

the Teachers of English to Speakers of Other Languages

A new book, however, raises important issues:



New Book Information



The Seal of Bilingualism: Case Studies and Considerations for Policy Implementation

Edited by: Amy J. Heineke, *Loyola University Chicago*
and Kristin J. Davin, *University of North Carolina at Charlotte*

A volume in *Contemporary Language Education*
Series Editor: Terry Osborn, *University of South Florida Sarasota-Manatee*

This edited volume examines the Seal of Bilingualism (SoBL), a relatively new policy initiative that has received little attention in scholarly and practical literature. The contributions seek to expand the literature by presenting case studies of policy implementation in diverse contexts across the United States.

- (1) The uneven implementation of the initiative
- (2) The problem of access to classroom instruction in uncommonly taught languages
- (3) The problems of assessment in general and the specific problem of assessment in uncommonly taught languages

In the case of both
TWBE and the SoBL
there are issues of
equity and inclusion

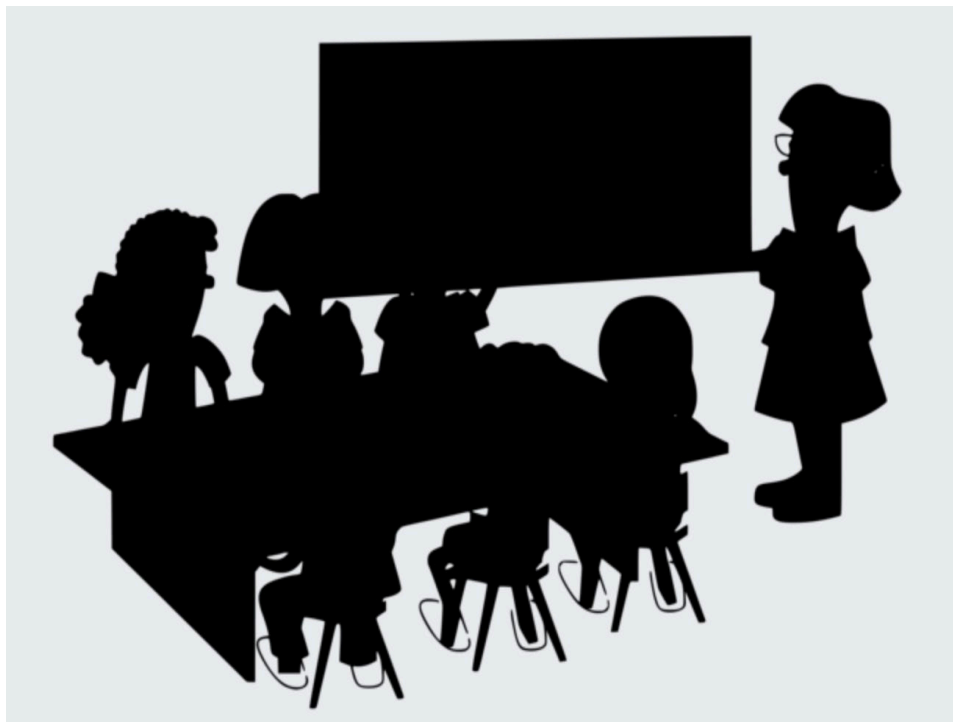
So how did
we get
here?

I suggest that:

these concerns reflect a number of **perennial issues** that are central to ongoing and repeated discussions about **bilinguals and bilingualism** that have taken place over many years in both the public and the educational spheres about:

- what it means "to know" a language,
- what it means to "teach" a language,
- whether and how languages proficiencies are different when they are acquired in naturalistic versus instructed settings.

The Language- Teaching Enterprise



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In the last several years, I have suggested
(Valdés, 2016, 2017, 2018, 2019 Valdés & Parra, 2018) that the
“teaching” of “languages” involves the process
of language *curricularization*.

When *language is* curricularized,

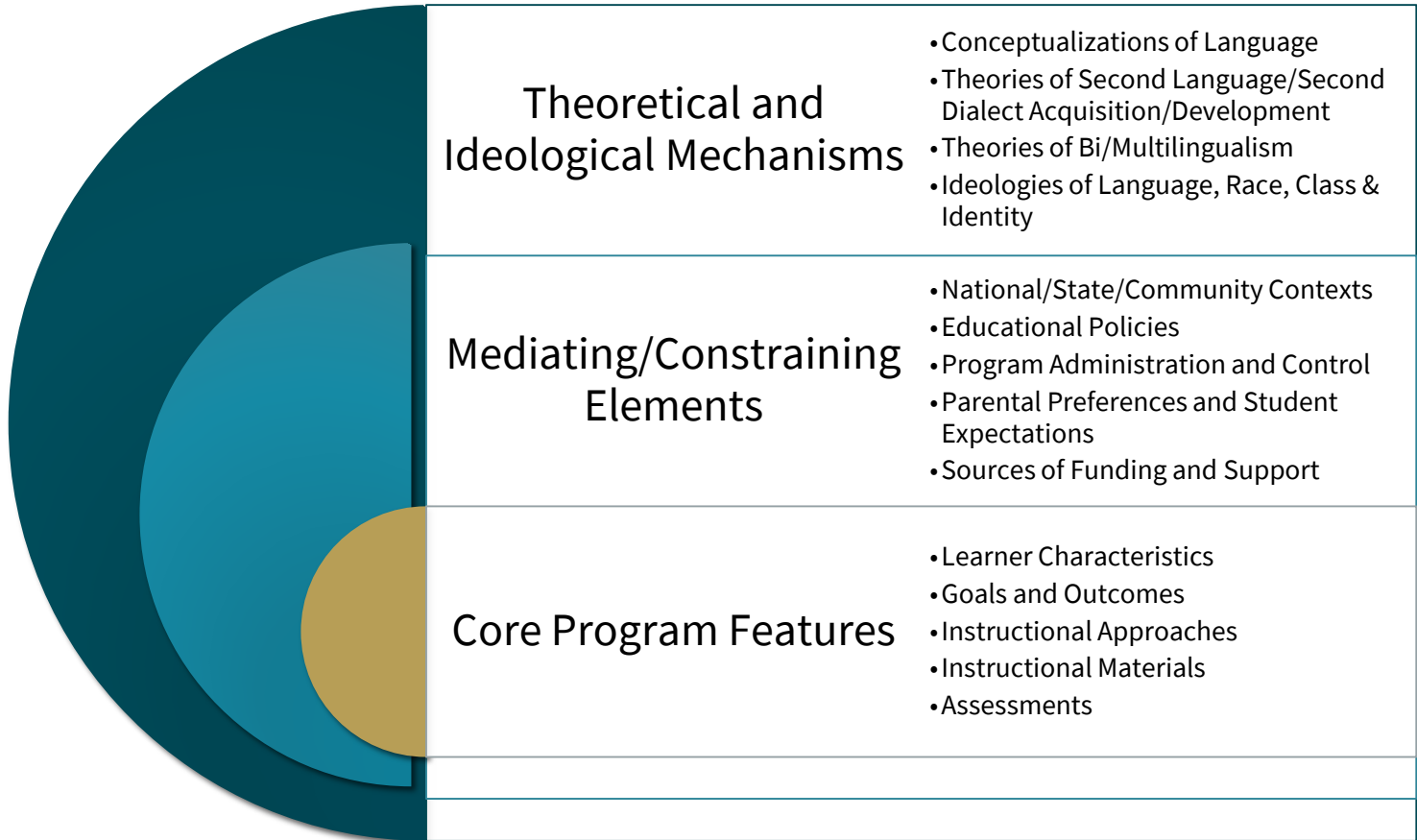
It is treated, not as a species-unique communicative system acquired naturally in the process of primary socialization,

but as a curricular subject or skill the elements of which can be

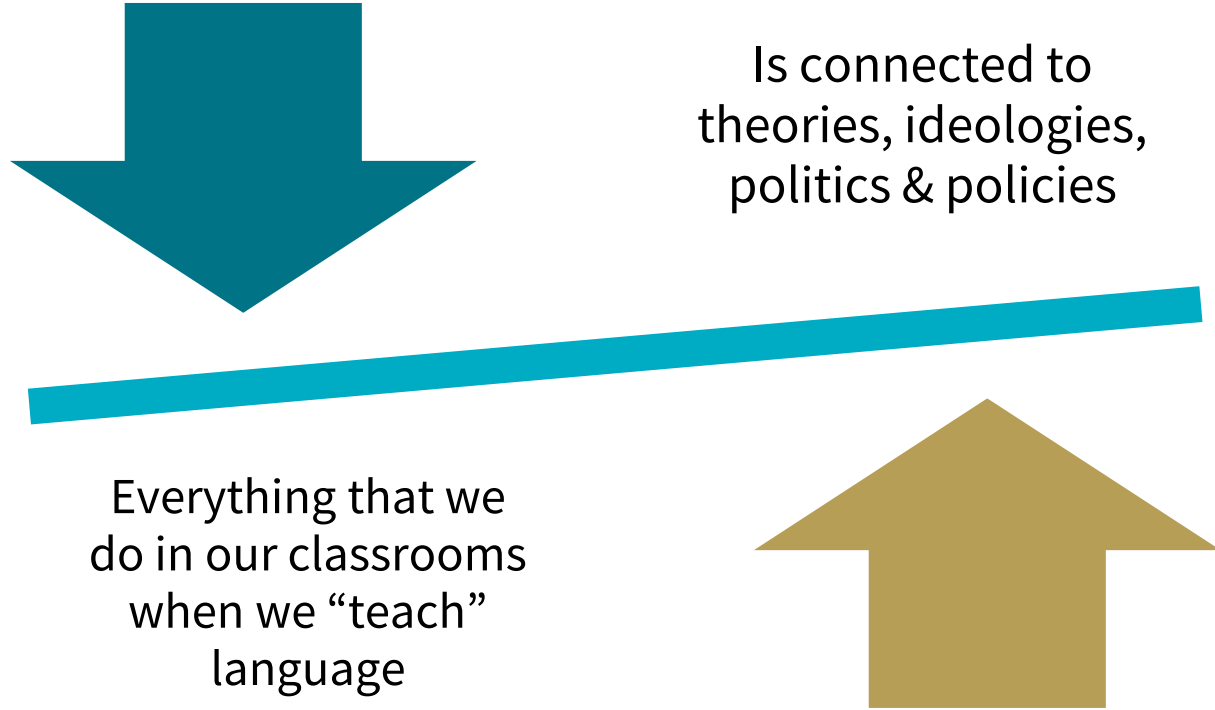
- ordered and sequenced,
- practiced and studied,
- learned and tested in artificial contexts within which learners of the target language outnumber proficient speakers (Wong-Fillmore, 1991,1992)

The process of curricularizing language:

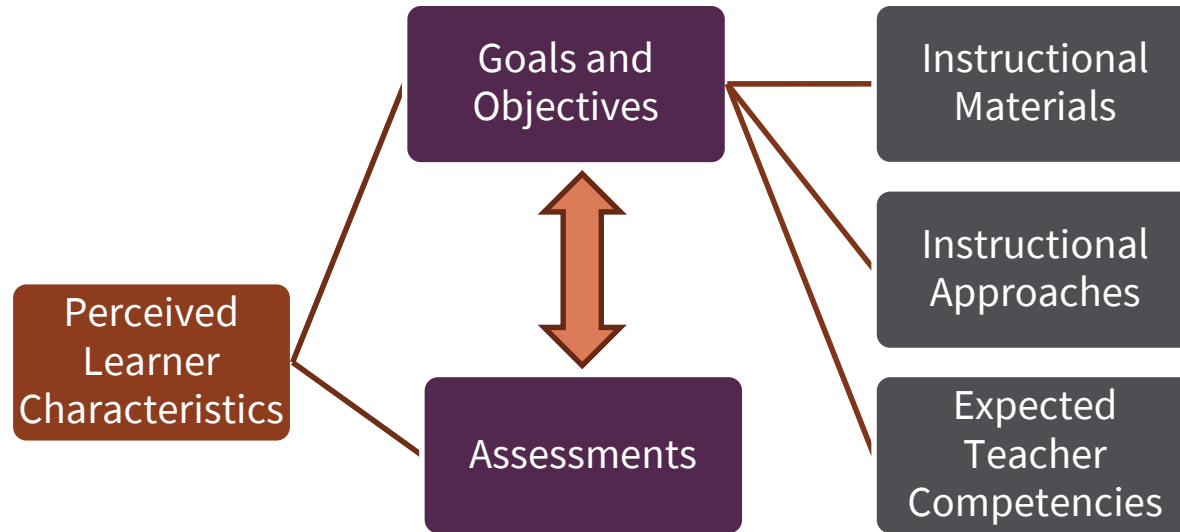
Involves a series of interacting mechanisms and elements all of which function as a part of a complex system that can be thought of as a set of concentric circles.



For this presentation, let's keep it simple



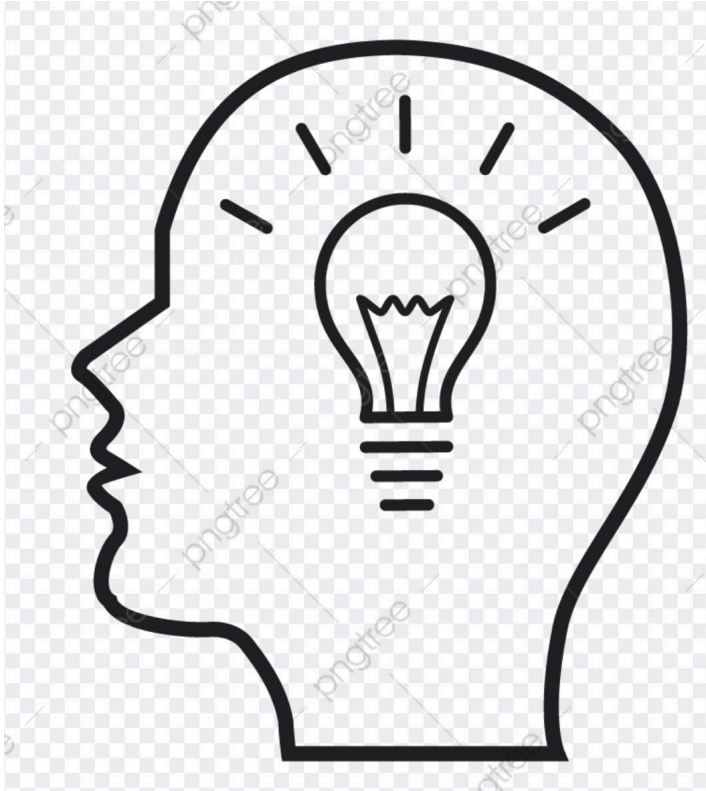
Learner characteristics, in particular, drive Core Program Features



As language teachers, we are part of an inevitable equation:



Ideas matter



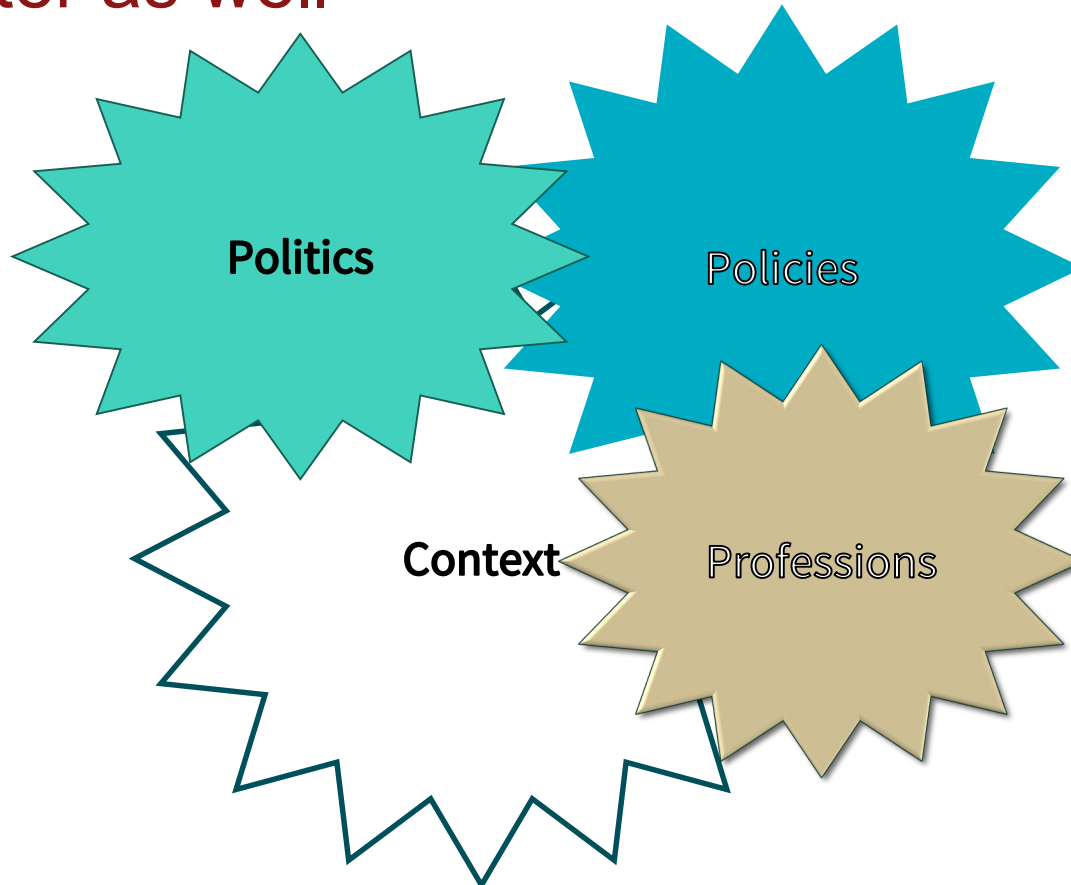
Conceptualizations of
language

Theories of second
language/second dialect
acquisition

Theories of
bi/multilingualism

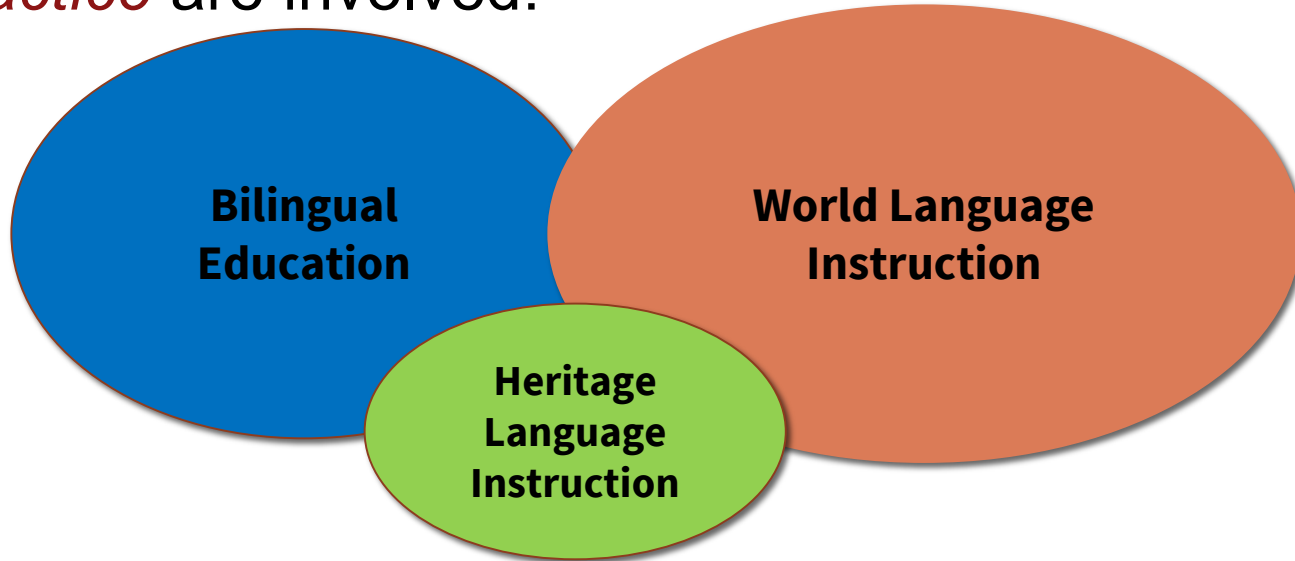
Ideologies of race, class
and language

Contexts, politics, policies and professions matter as well



In the case of TWBE and SoBL

three language-focused *Communities of Professional Practice* are involved:



Bilingual Education (BE) models vary

Originally focused on vulnerable, non-English-background students of various origins

Sought to ensure equitable access to education for students who could not profit from subject-matter instruction in English

By using English as a medium of instruction (in conjunction with the home language), students were supported in acquiring English and achieving academically.

Over time, BE has become an instructional arrangement that is engaged in a much broader effort:

- Language maintenance
- World language acquisition

Over time, BE has engaged in a much broader effort:

World Language

acquisition for children from English-speaking families who are not at-risk academically

Cultural and linguistic

maintenance for children from English-speaking families who also have a heritage language connection.

World Language Instruction



DRAWS FROM 25 CENTURIES OF LANGUAGE TEACHING.

ENGAGES WITH WORLD LANGUAGES AS SCHOOL SUBJECTS.

ADVOCATES FOR POLICIES AND PRACTICES THAT WILL;

- (1) ATTRACT STUDENTS TO "TAKE" WORLD LANGUAGES AND**
- (2) ENCOURAGE STUDENTS TO CONTINUE THE STUDY OF LANGUAGES BEYOND MINIMAL REQUIREMENTS.**

Heritage Language Instruction

Focuses on students who have a personal familial/ancestral connection to a non-societal language (i.e., a heritage language) and **who have developed some degree of proficiency** (however minimal) in this language.

May take place in:

heritage language classes that are part regular world language instruction

community-run language teaching programs

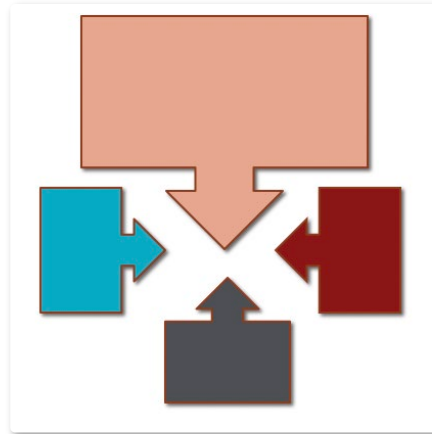


Community-Based Heritage Language Schools Conference

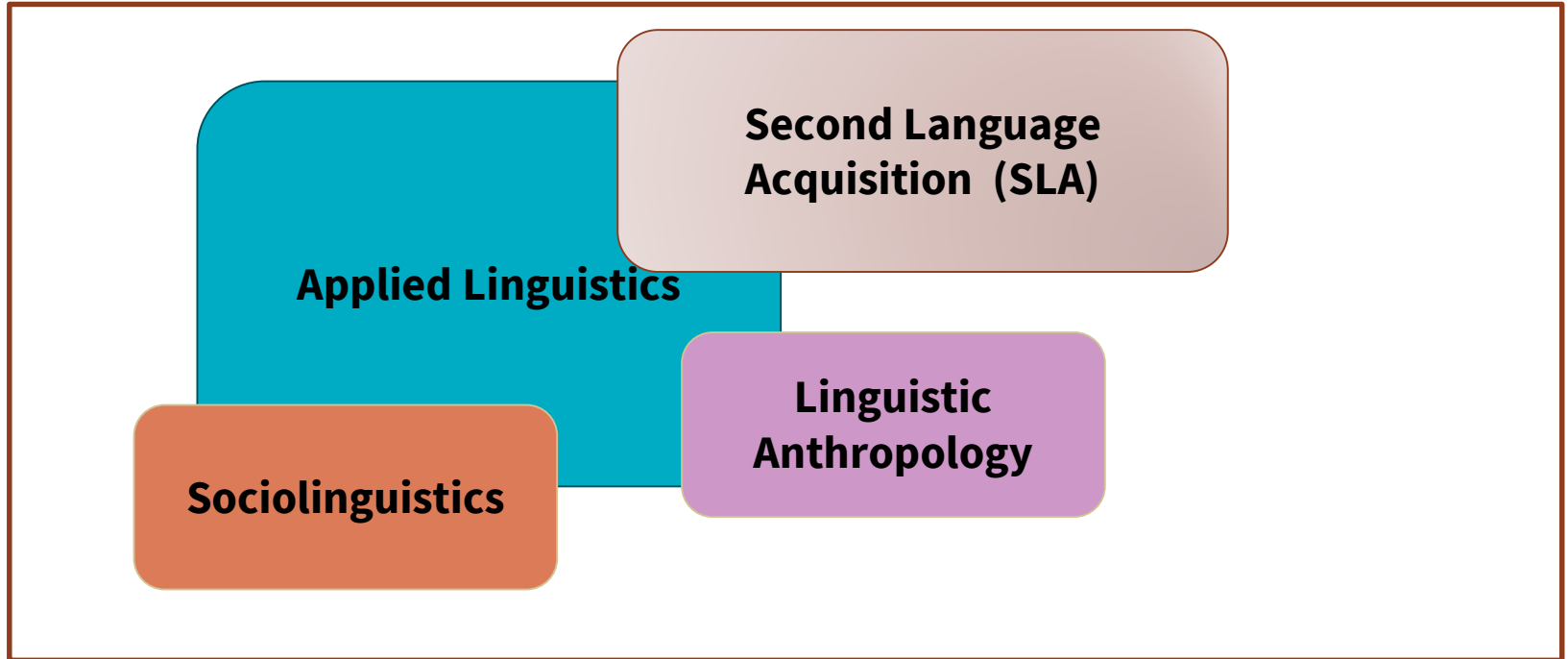
“Community-based heritage language schools are the hidden treasure in our neighborhoods and across the country. We will all benefit when we uncover and celebrate this treasure.”

Tommy Lu, Chinese School of Delaware

The challenge of competing agendas



Communities of professional practice are informed by different theoretical and mediating mechanisms



Moreover

They publish in different journals.

Bilingual Research Journal

Modern Language Journal

TESOL Quarterly

Heritage Language Journal

They attend different conferences.

NABE

TESOL

AAAL

ACTFL

Competing agendas make for uneasy bedfellows

World Language **Instruction** (WLI), Heritage Language **Instruction** (HLI), and Bilingual **Education** (BE) are different in fundamental ways.

WLI and HLI focus exclusively on language.

Bilingual educators, on the otherhand, must **educate** children.

Language matters to bilingual educators but they must focus on **more than language**.

Bilingual education has its roots in social justice

It has a rich history of activism and a focus on civil rights.

So let's consider the question of social justice

Young (1990) conceptualized **injustice** based on an explication of five faces of oppression:

Exploitation

Marginalization

Powerlessness

Cultural imperialism

Violence

Unfortunately, societies perpetuate injustice every day in the ways in which they educate or fail to educate children.

In examining TWBE and SoBL

My hope has been to suggest ways in which both researchers and practitioners can understand:

Unexamined dilemmas

Underlying differences in the practice of language education

As you participate in this conference, I urge you to consider:

The social justice issues surrounding the "production" of *“bilingual” individuals*

as compared to the social justice issues involved in “supporting”

- *“bilingual” (multicompetent) individuals and communities*

and

- *children who cannot be educated in a language they do not understand.*

If we want to educate vulnerable children in our society, they must continue to matter to bilingual educators.

Thank You

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