

LINGUISTIC RACISM

IN THE AMERICAN EDUCATION



Advocating for an antiracist
language pedagogy

By Adriana Hart

LINGUISTIC RACISM



Linguistic racism is defined as the mistreatment, devaluation, and acts of discrimination towards people based on their language use or perceptions about their ethnicities (Ashtari & Krashen, 2023)

SADLY, WE CAN'T SPEAK OUR HOME LANGUAGE HERE

Linguistic racism is particularly devastating for over 281 million immigrants, who often live in countries other than their home countries due to wars, poverty, or other factors (Ashtari & Krashen, 2023).



"standard"

We Speak English!



RACIOLINGUISTIC IDEOLOGIES

The raciolinguistic ideologies associated with language have often been linked to a deficit view toward multilingual and multidialectal students' languaging practices (Flores & Rosa, 2015)



FREEDOM OF SPEECH

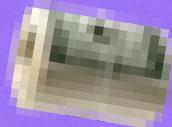
Raciolinguistic ideologies formed the basis of European colonialism and are still employed to defend the upholding of white supremacy. They posit that racialized communities' language deficiencies are the cause of their racial disparities and that changing these communities' language practices will address these linguistic deficiencies (Rosa & Flores, 2017).

INTERSECTIONALITY OF RACE, LANGUAGE AND SOCIAL CLASS



Scholars who study the intersections of language, race, and social class cannot help but be struck by the vast differences in the ways that the bilingualism of Princess Charlotte has been discussed versus the ways that it is typically discussed when associated with low-income students from racialized backgrounds.

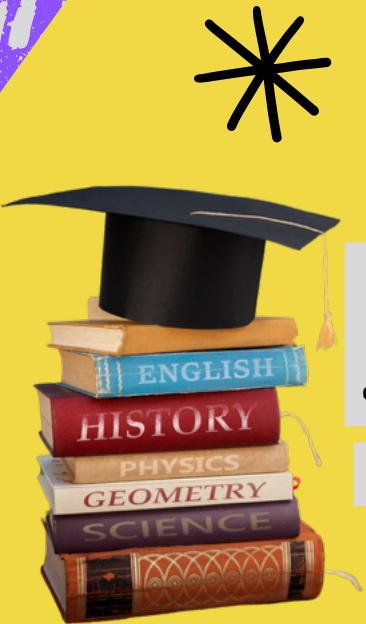
In the U.S. low-income bilingual students from racialized backgrounds pose a challenge for public schools.



Daily Mirror @DailyMirror
Princess Charlotte already speaks two languages at just two-years-old
mirror.co.uk/news/uk-news/p...



ACADEMIC LANGUAGE



This focus on meeting standards of English academic language has created an industry of education materials that claim to develop and assess academic language.

Academic language is acting as a subtle tool for segregation and exclusion. The wall that has been built to separate English from Spanish, now reinforced and made higher through the concept of academic language, needs to come tumbling down.

The focus on the education of all racialized students in the U.S. since the 20th century has been the acquisition of what has been constructed as Academic Language.

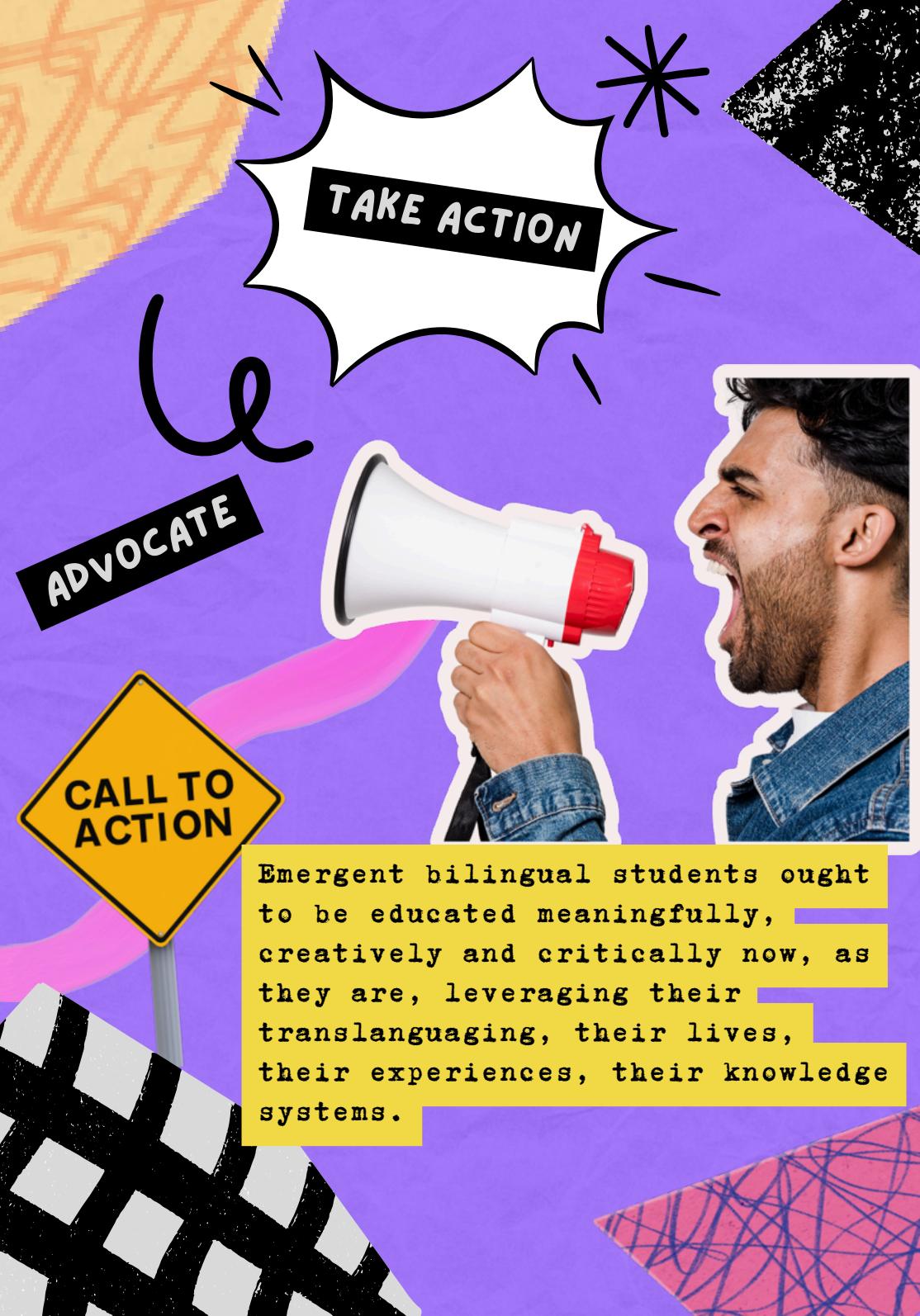


LINGUISTIC OPPRESSION

Linguistic oppression has always been a weapon of choice in the United States schooling system. It's a way to further marginalize culturally and linguistically diverse student communities.

Most emergent bilinguals students are educated today in monolingual English-only programs, and mostly in schools that remain racially segregated (Garcia and Kleifgen 2018). In these monolingual programs, there is little to no acknowledgement of these students' bilingualism.





TAKE ACTION

ADVOCATE

CALL TO ACTION

Emergent bilingual students ought to be educated meaningfully, creatively and critically now, as they are, leveraging their translanguaging, their lives, their experiences, their knowledge systems.

DISRUPTING LINGUISTIC RACISM IN PUBLIC SCHOOLS



To uphold equity and social justice, we must adopt a critical, inclusive, and multiliteracies pedagogical approach to achieve antiracist and anticolonial English language teaching, requiring critical reflection and decisive action.

PROMOTE THE USE OF TRANSLANGUAGING

Translanguaging encourages students to use their home language to learn academic English, and to use all languages and language varieties available to communicate and understand the world around them.



ADVOCACY FOR EMERGENT BILINGUALS

Effective leaders need to advocate for emergent bilinguals program implementation and student success, including deficit orientations toward diversity, racial/ethnic discrimination, and resource disparities.



Professional development should enable teachers to recognize and examine ideologies enacted in their schools and classrooms (Alfaro & Bartolomé), as well as in larger policy, historical, and societal contexts (Rosa & Flores, 2017).



CULTURALLY RESPONSIVE PEDAGOGY

Culturally competent teachers create inclusive environments where students feel a sense of belonging and confidence in taking risks.



LANGUAGE=IDENTITY

EQUAL
RIGHTS
FOR ALL



"Until I am free to write bilingually and to switch codes without having always to translate, while I still have to speak English or Spanish when I would rather speak Spanglish, and as long as I have to accommodate the English speakers rather than having them accommodate me, my tongue will be illegitimate"

-Gloria Anzaldúa (1987)



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