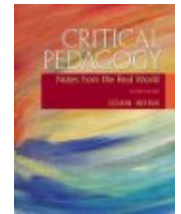
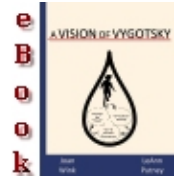


## WinkWorld April 2011

Hello Friends, in this issue of *WinkWorld*, I will share:

- My Recent Travels
- *This Is America...*
  - Benefits of Bilingualism*
  - Bilingual Basics*
  - The Science of Why We Don't Believe Science*
- *The Case For Libraries* by Steve Krashen
- Darren Hayes' High School Students Respond to Their Teacher
- Free Voluntary Reading
- Book For Teachers
- New Resources
- Welcome to the World
- Notes from the Real World



[Critical Pedagogy](#)  
Joan Wink



[Privacy Information](#)

### My Recent Travels

So far, I have driven 2500 miles in the last 6 weeks; I drove to New Mexico, Texas, Arizona, and California. I'm writing this from CSU Stanislaus in Turlock CA. When I leave here next week, I'll go on to Nevada, Idaho, Utah, Wyoming and finally back to the ranch in South Dakota-adding another 2500 miles. In addition to great time with family and friends, I have been fortunate to participate in several professional events.

### 18th Annual BEEMS Conference

March 25-26, 2011, UTEP, University of Texas at El Paso

<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/beems>

Theme of conference: *Bilingual Education in Diverse Contexts*

Panel Session: Literacy In Current Times-A Cultural and Cognitive Imperative

Joan's Title for the Panel: *Lacey and The Library: How One Classroom Activity Led to Advocacy*

Panel Members: Steve Krashen, Debbie East, Steve Krashen, Priscilla Gutiérrez, Sheryl Santos, Josie Tinajero, Concepción Valadez, & Pauline Gow.

[Handout](#)

[Presentation](#)

[Library Mapping Activity](#)

### Random Acts of Advocacy

Saturday, March 26th, 2:30-3:15, Room 216

[Presentation](#)

Krashen, S. (2010, October). Keep your brain young: Read, be bilingual, drink coffee. *Language Magazine*, pp . 28-30.

[Text](#)

[Video](#) (Even if you skip all else, get a cup of coffee and watch this short video...)

### Merced County Head Start

*Cultural Diversity for PreSchool Teachers*

April 6, 2011, 8:30 a.m. to 11:30 a.m.



New Community Center, Los Banos, CA

<http://www.mcoe.org/ece/headstart/>

[Handout](#)

[Presentation](#)

Radio Shangri-la

Lisa Napoli



[Privacy Information](#)

## **2011 Minnesota ESL, Bilingual, and Migrant Education**

The River Centre, St. Paul, MN

April 15, 9 to 10 a.m.

Keynote address: *The Heart of School*

<http://www.mnellconference.org/index.html>

Breakout Session: The 5 CREDE Activity Centers Leads to Deeper Questions

[Handout](#)

[Presentation](#)

Interactive Break-out Session following the keynote

[Activity Centers Overview](#)

[Activity Center 1](#)

[Activity Center 2](#)

[Activity Center 3](#)

[Activity Center 4](#)

[Activity Center 4 - Attribute Chart](#)

[Activity Center 5](#)

[Stop. Stare. Scribble. Share.](#)

More on my schedule is always available at

<http://www.joanwink.com/sched.php>

### ***This Is America...***

"This is America, and I want my kids to speak *English Only*," the taxi driver said while driving me from the airport to the hotel in St. Paul, MN.

"I understand that your kids need English, and actually you can't stop them. They will get English. However, I'm just curious how you might want to save a bit of the 12 different languages, which you and your wife speak?" I added from the back seat.

"This is American, and I want my kids to speak *English Only*," he repeated to me.

This is only a small part of a lively conversation I had with the young taxi driver in MN. When I got into the taxi, I could tell that English was not his first language, although he spoke it very well. I asked him the usual questions: How long had he been in the United States (5 years), and how long had he been driving a taxi (5 months), and what other

languages did he speak (Somali, Arabic, Swahili, French, German, and English). He then volunteered that his wife was from Brussels, and she spoke Dutch, French, German, Arabic, Somali, and English.

Where in the world is Somalia?

<http://en.wikipedia.org/wiki/Somalia>

Where in the world is Belgium?

<http://en.wikipedia.org/wiki/Belgium>

### ***More, Not Less***

By the time we got to the hotel, I still had not convinced him that being bilingual is good, not bad. I had not convinced him that his kids would benefit from being multilingual.

not bad. I had not convinced him that his kids would benefit from being multilingual, however I could tell he was thinking.

"Tell me, do you live in an extended family community? Are other languages used in your neighborhood?" I asked him.

"Yes, and my mother is coming to live with us," he answered. I cheered up immediately.

"Does she speak English?" I asked.

"No, she speaks Somali and Arabic," he answered.

"Great. Your kids will be trilingual - think of the advantages," I answered.

He smiled and drove away.

### ***Benefits of Bilingualism***

- Effective in fighting the negative mental decline in the aging process
- Increases intelligence
- Stimulates creativity
- Promotes cognitive flexibility
- Fosters divergent thinking
- Facilitates high levels of mental-linguistic and mental-cultural awareness
- Enables faster and more efficient learning of other languages
- Heightens sensitivity to feedback cues and general verbal communication
- And, we now know that it helps hold back dementia. I told you to watch that Krashen video or read the Krashen text...

Complete citations are available at [bilingualbasics.pdf](#)

This is part of a longer article in

Wink, J. (2009, June). What the "other" taught me about bilingual basics. Symposium: Imagining

Multilingual TESOL. *TESOL Quarterly*(41), 2, pp. 327-331.

Or, in Wink-speak,

### ***Bilingual Basics***

English is the primary goal of bilingual education.

Bilingual education is all about literacy and knowledge.

The truth is that we can all stop worrying about the kids not getting conversational English. They're all doing it. We can't stop them. However, conversational English alone is not the answer. Our job, as teachers, is to focus on academic language.

Kids can't learn what they don't understand. Me either.

Knowing your first language really well makes learning the second easier and faster.

Lots of first language literacy is a great indicator of success in school.

Poverty is a great roadblock to literacy and knowledge; our job is to level the playing field while the kids are with us in school.

People around the world feel strongly about their first language. And, why not? It is how



[Case Studies in Music Education](#)  
Frank Abrahams, Pa...



[Privacy Information](#)



[Feel-Bad Education](#)  
Alfie Kohn



[Privacy Information](#)

People around the world feel strongly about their first language. And, why not? It is how we all originally received love from our parents and families. It is okay to love your first language. It is okay for everyone to love their first language.

Being bilingual is not bad. In fact, it is very good.

Students must be prepared for a world we can only imagine. Students need to be able to pose problems and solve programs with technology, which stretches beyond our wildest thoughts. Being able to do this in more than one language will be an advantage.

Above all, students who will succeed socially and economically are those who can thrive in a multilingual world. And, when that day comes, it will still be okay for each of us to have strong feeling about our first language.

### ***Why we don't believe what research and science tells us.***

*The Science of Why We Don't Believe Science* by Chris Mooney, April 18, 2011

MotherJones

<http://m.motherjones.com/politics/2011/03/denial-science-chris-mooney>

Much has been written about why we tend not to believe what science/research says, even when we have years of convincing data. I guess convictions/beliefs trump knowledge a lot of the time.

### **The Case for Libraries**

Published in the San Diego Union Tribune

Library cuts are ill-advised

April 19, 2011 Of the many items in U-T in recent days about libraries, only Pam Munoz Ryan ("Improving literacy through school libraries," Opinion, April 16) mentioned these studies: They show that when children have access to good public and/or school libraries with plenty of good books and with adequate staffing, they read more, and thus

do better on reading tests. For children of poverty, public and school libraries are typically the only possible source of reading material.

We complain that children don't read well enough, but we make it impossible for them to improve. -- Stephen Krashen, Professor emeritus, University of Southern California

---

Below is the original letter, which Steve sent to the San Diego Union Tribune:

"When I read about the way in which library funds are being cut and cut, I can only think that American society has found one more way to destroy itself." (Isaac Asimov)

The mayor's budget experts who want to cut public library funding should consider the extraordinary amount of research on the impact of libraries on children. Of the many items in the San Diego Union over the last few days about libraries ("Sanders to propose deep cuts to parks, libraries," April 15; "Community life thrives at endangered public libraries," April 16; Letters, April 16), only Pam Munoz Ryan ("Improving literacy through school libraries," April 16) mentioned these studies: They show that when children have access to good public and/or school libraries with plenty of good books and with adequate staffing, they read more, and thus do better on reading tests.

For children of poverty, public and school libraries are typically the only possible source of reading material. We complain that children don't read well enough, but we make it impossible for them to improve.

Stephen Krashen

### Darren Hayes, Chemistry teacher in Los Angeles

Some of you may remember how Darren, one of my former high school students from Benson AZ and I reconnected on the net. I was so inspired by some of his teaching that I wrote about him. See *WinkWorld* November 2010, *A Typical Day For A High School Teacher: Darren Hayes: This Teacher-Bashing Has Got To Stop!*  
<http://www.joanwink.com/newsletter/2010/news1110.pdf>

At that time I also asked some of his students to reflect on their teacher, Darren. The following are a list of some of their comments, which were written anonymously. Thank you, Chem Students.

- It does not feel crowded, even though there are 40 students in this class.
- I feel comfortable learning in this class because I know the teacher will help me if I misunderstand something.
- Sometimes it is easier to understand a concept when a student explains it, rather than the teacher.
- Thanks to our study groups, we are all connected in this class.
- The whole point of learning is to understand confusing things.
- Mr. Hayes connects life to chemistry.

The students, with limited English skills, come to these crowded high schools class with far too many lived experiences with poverty, drugs, broken families, and gang experiences. And, yet, Darren pulls them together to create a community and learn

chemistry. Thank you Darren, and all of the other teachers who help student heal and help students learn.

I repeat: This teacher-bashing has got to stop.

### FVR (Free Voluntary Reading)

*Radio Shangri-La: What I Learned in Bhutan, the Happiest Kingdom on Earth* by Lisa Napoli

[Click here for more information](#)

### Books for Teachers

*Feel-bad Education: And Other Contrarian Essays on School Reform Today* by Alfie Kohn

[Click here for more information](#)

### New Resources Izzy Kalman

[www.bullies2buddies.com](http://www.bullies2buddies.com)

Thank you to Barbara McCauley Lovejoy for this citation.

### Rhee the Reformer

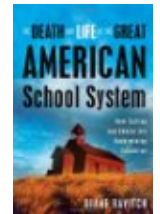
<http://choosingdemocracy.blogspot.com/2011/04/rhee-reformer.html>

Thank you to Duane Campbell for sharing this.

You can read more at:

<http://www.choosingdemocracy.blogspot.com>

<http://www.democracveducationinstitute.org>

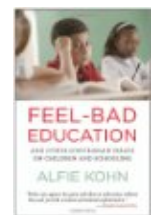


[The Death and Life of the Great Amer...](#)

Diane Ravitch



[Privacy Information](#)



[Feel-Bad Education](#)

Alfie Kohn



[Privacy Information](#)



[Year of Wonders](#)  
Geraldine Brooks



EEL

Educators of English Learners

<http://www.facebook.com/pages/Educators-of-English-Learners-EEL/279141708481>

Ruslana Westerlund maintains this site for the great group of educators in Minnesota

[Privacy Information](#)

## Welcome To The World

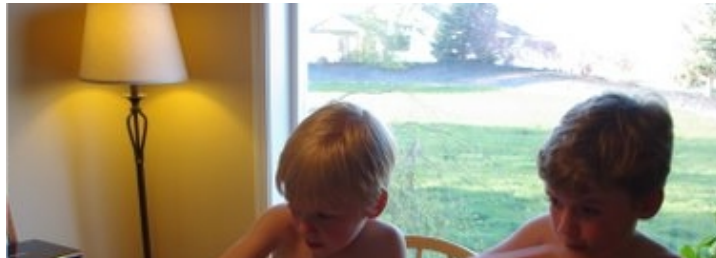
Bastián and William

## Notes From The Real World

*March Madness Birthdays in Santa Fe*



*Spring Comes to Santa Fe and Boise*





March 2011 Makes the 5th anniversary since I was diagnosed with breast cancer. Feels mighty good. Dawn and Noé did the 20-mile walk of Chimayó—in my honor.

Pilgrimage to Chimayó

<http://www.youtube.com/watch?v=FjPp1d7Q3hs&feature=related>

<http://www.newmexico.org/experience/holidays/chimayo.php>

<http://www.youtube.com/watch?v=T32A-jBFsck>

Dawn and Noé 4 a.m. leaving.



Dawn and Noé just finishing the Pilgrimage of Chimayó;



Coming Soon to *WinkWorld* as a new repeated feature,  
**GUEST PERSPECTIVE**

I will invite one guest each month to share his/her perspective on teaching and learning.

Our first guest columnist will be Ruslana Westerlund, Refugee Education Specialist at the Minnesota Department of Education, and also an English Learner! We look forward to her sharing next month in *WinkWorld*.

### **Donations**

Thank you to those who have donated to WinkWorld through the donate button and to those of you who have bought your Amazon books by clicking any book icon on *WinkWorld* or [www.JoanWink.com](http://www.JoanWink.com)

All money is used ONLY to help defray the monthly expense of *WinkWorld* web creation and maintenance. For years I have paid myself, as I felt it was part of my contribution to others, who have given so much to me. Now, that I'm retired, my plan is to continue to share via this forum. I prefer not to support *WinkWorld* through advertising, nor by charging the readership of *WinkWorld*. Therefore, I have decided upon the donations option, and all donations go directly to our magical web wizard, Denise of Cyber Connect Techs. Thank you in advance.