

Language: The Link to Learning

Powerful Conversations about Language, Learning, Life, and Love

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Human relations are at the heart of schooling.

(Cummins, 2001, p. 1)

Introductory Activities

Of Icebergs and Water Lilies
3 Perspectives on Pedagogy

Love is the legacy that lasts.

(Wink & Wink, 2004, p. 8)

Purpose

To share and generate multiple ways of using language across the curriculum to improve our pedagogy and our collaboration.

Education is radically about love.

Paulo Freire (cited in Wink, 2000; Wink & Wink, 2004)

Intended Outcomes

Specific pedagogical principles and practices, which enhance language acquisition.

What is language?

In the beginning was the Word. And the Word was made flesh. It was so in the beginning and it is so today. The language, the Word, carries within it the history, culture, the traditions, the very life of a people, the flesh. Language is people. We cannot even conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other.

Sabine Ulibarri, storyteller and professor from University of New Mexico

Language is how we perceive the world; find our identity; our soul; our history. Language is how we make sense of the world. Language opens the door to human relationships.

Why conversation?

Language is how we perceive the world; find our identity; make sense of the world. Language opens the door to human relationships. Positive human relationships are at the heart of schooling.

Why stories?

When we know the stories of another, we appreciate, respect, connect more with another. Stories establish human connections; stories link us with others and help us understand and respect others. Our values come through in our stories.

How to initiate conversations/ dialogue/ stories:

Introduce yourself with a story of one of your grandparents.

Introduce yourself by telling how you learned to read.

Introduce yourself by telling about your favorite teacher and why.

What are the conversations we want to take place when teaching *for* learning?**Conversations; dialogue; stories**

Text is talk; talk is text (Wink & Putney, 2002)

Learning, Language, & Leadership: A New Lens

- Coercive and Collaborative relations of power

(Wink & Wink, 2004, pp. 49-50)

- Inert and Catalytic Knowledge (Wink & Wink, 2004, pp. 50-51)

- Intentional and Incidental Learning (Wink & Wink, 2004, pp. 51-52).

Principles to Practices

- Joan's

- Vygotsky's

- Language Acquisition: Krashen and Cummins
Bilingual Basics

- CREDE – Center for Research on Education, Diversity,
and Excellence

What Works?

Focus Questions

Why do we do what we do?

What are the challenges to English literacy?

What are some of the human and material resources available for us?

What works?

What are the characteristics of good professional development?

Top Ten Things We'd Like to Say to Administrators and/or Public

We can never do great things, only small things with great love.

Mother Teresa

What is heritage language?

A heritage language is one not spoken by the dominant culture but is spoken in the family or associated with the heritage culture (Krashen, Tse, & McQuillan, 1998, p. 3)

A heritage language is the language of the heart. It is the language spoken between parent and child to express love. It is the language of childhood and family stories. Each person carries within all of the norms, stories, politics, spirituality, expectations, and history of our heritage language. Experiences feel more real. For example, often Holocaust survivors cannot describe their experiences in the heritage language. The pain is too intense. They can describe these horrors only in their second or third languages. These languages learned later, provide the necessary distance to make the words utterable. Our heritage language with all that it encompasses is a primary lens through which we experience the world (Wink & Wink, 2004, p. 112).

What is our mother tongue?

To take away our mother tongue from us is like skinning or flying us alive.

(Skutnabb-Kangas, 1981, p. 54-55)

What does the face of love look like in a class?

(Wink & Wink, 2004, p. 8)

Answer: The love in learning that gives me hope is akin to the concept of Noddings's (Noddings, 1995, pp. 675-676) care, which is not necessarily about softness and sentimentality, but rather is about a deep sense of commitment for the care of students.

Conclusion

Of Icebergs and Water Lilies: Revisited
To Learn
To Re-learn
To Un-learn

I invite you to visit my web pages at www.JoanWink.com. The purpose of this website is to simply get all of my treasured teaching/learning materials out of the boxes in my garage and onto the 'Net before I retire.

Site Map <http://www.joanwink.com/map/siteindex.html>

Feel free to sign up for *WinkWorld*, an electronic newsletter, where I try to keep up-to-date with sharing materials. <http://www.joanwink.com/sign-up.html>

Free to a Good Home <http://www.joanwink.com/charts.html>

Schedule <http://www.joanwink.com/sched.html>

Best grandkids pictures: www.joanwink.com/about.html.

Below are sites, which the graduate students assembled. I will continue to add to these 5 categories.

Diversity and Democracy <http://www.JoanWink.com/itt/diversity.html>

Students and Standards <http://www.JoanWink.com/itt/students.html>

History and Herstory <http://www.JoanWink.com/itt/history.html>

Reflection and Reform <http://www.JoanWink.com/itt/reflection.html>

Justice and Gender <http://www.JoanWink.com/itt/justice.html>

Wink, J., & Putney, L. (2000). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon.

Wink, J., & Wink, D. (2004). *Teaching passionately: What's love got to do with it?* Boston, MA: Allyn & Bacon.

Wink, J. (2005, 3/e). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn & Bacon.