

## WinkWorld June 2003

This month I am posting various websites of interest relating to dual language models, No Child Left Behind, curriculum, international education, philosophy of education, evaluation/testing, and teacher-friendly locations with lots of activities. I close with Prairie Pedagogy.

Last month I shared a letter written to Alfie Kohn by Karalee McClymont. Alfie was kind enough to reply and here is his response.

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Thanks so much for forwarding this very thoughtful -- and gratifying -- letter. Far more meaningful to me than "I agreed with everything you said".

Comments are responses that reflect an openness to challenging one's previous practices and premises. That courageous sort of re-examination is certainly in evidence here.

If you have other feedback to share, feel free to send it to me at the address below.

I was glad we had the chance to meet, however briefly.

Alfie Kohn  
242 School St.  
Belmont, MA 02478  
[www.alfiekohn.org](http://www.alfiekohn.org)

### Research Corner

I have opened a new section, [Research Corner](#). My goal is to share some of the research that I am reading. Several graduate students are working in dual language programs in the area, and they are writing their MA projects and theses around this topic. Therefore, I will begin with a Dual Language section in the Research Corner. I particularly want to thank Stella Montañez, who is helping to set up a dual language program in Livingston next year, and Haydee Ruiz, who is working in a dual language program in French Camp, near Stockton; both of these young women helped me organize some of the information.

In what follows I will post a variety of citations which all relate to dual language and bilingual education.

### What is heritage language?

I begin with a paragraph from the next book, which will be available in the fall. Dawn and I wrote this book together, however she wrote the following paragraph. I think it is one of the best paragraphs in the book.

Wink, J., & Wink, D., (2004, in production). Learning to teach/Teaching to Learn: Passionate Pedagogy. Boston, MA: Allyn & Bacon.

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. A heritage language is the language of family, culture, history, and society that enfolds its speakers. A

heritage language is the language in which the spoken word feels most real and meaningful. Each person carries within all of the norms, stories, politics, spirituality, expectations, and history of our heritage language. Our heritage language, and all that it encompasses, is a primary lens through which we experience the world.

The best book I know on the subject of heritage language is:

Krashen, S. D., Tse, L., McQuillan, J. (1998) (ed's.). Heritage Language Development. Culver City, CA: Language Education Associates.

[http://www.languagebooks.com/books/heritage\\_language\\_development.html](http://www.languagebooks.com/books/heritage_language_development.html)

More information is available at:

Heritage Language <http://www.cal.org/heritage/>

### **What is bilingual education and immersion?**

[Read excerpt](#)

[Read excerpt](#)

Bilingual Education <http://www.ncbe.gwu.edu/>

Crawford, J. W. (2000). Anatomy of the English-only movement.

Retrieved April 1, 2003 from

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/anatomy.htm>

Crawford, J. W. (1998). Ten common fallacies about bilingual education. Retrieved April 1, 2003, from

<http://www.cal.org.ericcll/digest/crawford01.htm>

Crawford, J. W. (2003). Hard Sell: Why Is Bilingual Education So Unpopular with the American Public? Retrieved May 27, 2003, from

<http://www.asu.edu/educ/eps1/LPRU/features/brief8.htm>

Krashen, S. D. (1981). Second Language Acquisition and Second Language Learning Retrieved May 27, 2003, from

[http://sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://sdkrashen.com/SL_Acquisition_and_Learning/index.html)

The 5-year CREDE Study

<http://www.cal.org/crede/twoway.htm>

37% <http://www.cal.org/crede/pubs/tl-12.pdf>

**Two-way immersion/Dual Language** The best place for up-to-date information on the many, many dual language models in the United States is, of course, Center for Applied Linguistics. I am posting only selected items here. I encourage you to visit their websites, a treasure of information.

Center for Applied Linguistics

[www.cal.org/](http://www.cal.org/)

[www.cal.org/twi/](http://www.cal.org/twi/)

This is what I found today, 5.23.03:

"two-way immersion" - 115 citations found

two-way immersion - 304 citations found

"two-way immersion" + Spanish - 77 citations found

I encourage you to read the many contributions of: Dr. Virginia P. Collier and Dr. Wayne Thomas

<http://gse.gmu.edu/profiles/VCOLLIER.HTM>

<http://gse.gmu.edu/profiles/VCOLLIER.HTM#Recent>

<http://www.azusausd.k12.ca.us/bilingual/MeetDept2.html#anchor364771>

(some pictures for your interest)

Mary Ann Zehr on Sugarman, Howard, and Christian  
Promising results in dual language programs are highlighted in this new study by Julie Sugarman and Liz Howard from the Center for Applied Linguistics. It looks at children up to grade five and separates out the scores of the English and Spanish speakers. To read the study click here.

<http://www.cal.org/twi/#PUBS>

<http://www.edweek.org/register/register.cfm?mode=restricted>

*Education Week*, April 2, 2003

Report Roundup: Two-Way Immersion

by Mary Ann Zehr

**Elizabeth R. Howard** and **Donna Christian** of the Washington-based **Center for Applied Linguistics** have written a report synthesizing research findings on what works in implementing two-way language-immersion programs in elementary schools.

The report notes that most of the nation's 266 two-way immersion programs teach Spanish and English. In such programs, students who are Spanish-dominant are taught alongside students who are English-dominant; the goal for all of them is to become equally competent in both languages. Effective practices include providing instruction in both languages for four to six years and delivering the same core academic curriculum that students in other programs receive, according to the report.

The report is published by the Center for Research on Education, Diversity, and Excellence (CREDE).

The following websites are related to other mutual areas of interests.

No Child Left Behind

<http://www.nochildleft.com>

<http://www.sdkrashen.com>

### **Curriculum**

<http://www.ascd.org>

[mcrel.org](http://mcrel.org)

### **International Education**

<http://www.iie.org>

<http://www.iesl.org/>

<http://www.ciee.org/>

Elementary and Early Childhood Education

<http://ericeece.org/>

English, Languages, Reading/Language Arts

[http://www.indiana.edu/~eric\\_rec](http://www.indiana.edu/~eric_rec)

<http://www.ncte.org>  
<http://polyglot.lss.wisc.edu/lss/lang/langlink.html>  
<http://www.cal.org/ericcill/>  
<http://www.ucalgary.ca/~dkbrown>

#### Science

<http://www.enc.org>  
<http://project2061.aaas.org>

#### Social Studies

<http://execpc.com/~dboals/boals.html>  
<http://ncss.org>

#### Math

<http://forum.swarthmore.edu/dr.math>  
<http://www.nctm.org>

#### Music

<http://www.cs.uop.edu/~cpiper/musiced.html>

#### PE

<http://www.aahperd.org/>

#### **Philosophy of Education**

In preparing for EDML 5400 Theory of Multilingual Education, Fall 2003, I have been working on these websites:

[http://www.pbs.org/kcet/publicschool/roots\\_in\\_history/index.html](http://www.pbs.org/kcet/publicschool/roots_in_history/index.html)

Scroll down to

Speaking of Learning: Bilingual Education  
The Bilingual Education Timeline  
Roots of History Master Timeline

#### American Philosophical Association

<http://www.oxy.edu/apa/apa.html>

Both of these websites are developed by Professor Larry Shaw of San Diego State University.

<http://commhum.mccneb.edu/PHILOS/phileduc.htm>

<http://edweb.sdsu.edu/people/LSHAW/F95sull/philos/phintro.html>

#### **Evaluation/testing**

In preparing for EDML 5001 Multilingual Education Evaluation, Fall 2003, I have been working on these websites;

National websites related to this course:

[www.fairtest.org](http://www.fairtest.org)

[www.pencilsgdown.org](http://www.pencilsgdown.org)

[www.nomorettests.com](http://www.nomorettests.com) (student site)

[www.susanohanian.org](http://www.susanohanian.org)

#### State websites

AZ [www.azstandards.org](http://www.azstandards.org)

CA [www.calcare.org](http://www.calcare.org)

FL [www.angelfire.com](http://www.angelfire.com)  
GA [www.cpoga.org](http://www.cpoga.org)  
MA [www.caremass.org](http://www.caremass.org)  
MI [www.pipeline.com/~rgobspm.meap.html](http://www.pipeline.com/~rgobspm.meap.html)  
NV [www.castausa.com](http://www.castausa.com)  
OH [www.stopopts.org](http://www.stopopts.org)  
TX [www.taasblues.com](http://www.taasblues.com)  
VA [www.SOLreform.com](http://www.SOLreform.com)  
WA [www.rereformed.com](http://www.rereformed.com)  
WI [www.advocatesforeducation.org](http://www.advocatesforeducation.org)

**Teacher-friendly sites which are filled with activities. The teachers in the graduate classes introduced me to these sites.**

[www.teachersfirst.com](http://www.teachersfirst.com)  
[nea.org/helpfrom/growing/works4me/](http://nea.org/helpfrom/growing/works4me/)  
[www.teachers.net](http://www.teachers.net)  
<http://school.discovery.com>  
[www.graphic.org/goindex.html](http://www.graphic.org/goindex.html)  
[engagingminds.com/inspiration](http://engagingminds.com/inspiration)