

Moving Forward

Ten Guiding Principles for Teachers

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The diverse cases in this book place educators at the epicenter of the dynamic process of language policymaking, highlighting how they time and again act upon their agency to change the various language education policies they must translate into practice. We have seen how educators “stir the onion” by creating ideological and implementational spaces for multilingualism within their own practices, even in highly centralized contexts and educational systems that assert great control over educators and their languaging. We have also seen how educators can close off those spaces. At times educators’ sense-making is directed by their prior experiences or personal identity, as individual cognitive forces shape their interpretations and enactment of language policies. At other times, it is instead external or situational forces that motivate educators’ decisions and the policies they ultimately enact. As we have stated, variations in policy implementation are not a problem that should be avoided, particularly when policies hold the potential to marginalize language minorities. Instead, we simply need to gain deeper understandings of this variation to help educators negotiate this complex terrain when faced with their own policy decisions and to help policymakers who are working from outside of classrooms create policies that assume and allow for such variances.

In this final chapter, which reflects just the actual beginning, we speak to you who are educators—particularly teachers—and are faced with language policy negotiation, recreation, and implementation as policymakers in your own right. We draw upon the lessons learned in this book to offer you a set of principles to help you make sense of this complex terrain, to see yourselves as policymakers, and to act upon the agency and power that you have. As these principles reflect, we feel it is first necessary for you to turn inward before you can act outwardly. Thus, these principles focus on you as they spiral their way through the layers of the onion.

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- 1 Understand your own sociolinguistic profile and language practices. Conduct a self-reflection by answering the following questions:
 - How many languages do you understand? Speak? Read? Write? Sign? How well? How did you develop these ways of languaging?

- How would you describe your languaging at home? With different people?
 - How would you describe your languaging in social situations?
 - How would you describe your languaging in professional situations?
 - How would you describe your languaging in your classroom as a teacher?
- 2 Know the sociolinguistic profile and practices of the students in your classroom, school community, students’ families, and the community surrounding the school. By closely observing the activity of the classroom, school, families, and community, as well as conducting a sociolinguistic survey of the classroom, school and community actors, answer the following questions:
 - What are the sociolinguistic practices of your students in classrooms?
 - How do students language in classrooms? In what varieties? For what purposes? In what media? When and where?
 - How do students language in the playground and cafeteria? In what varieties? For what purposes? In what media? When and where?
 - What are the differences in languaging among students of different ethnicities? Genders? Socioeconomic class?
 - What are the differences in languaging among individual students?
 - How well do students language in different varieties and domains or contexts? In what ways are students encouraged or discouraged to language in your classroom in the ways that they language outside of school?
 - What are the sociolinguistic practices of the school community?
 - How do members of the school community, other than students, language? For example, how do principals and administrators, clerical staff, maintenance and cafeteria staff, support personnel, and others language? In what varieties? For what purposes? In what media? When and where? What, if any, are the differences between actors in their languaging, and what might be their motivations?
 - To what extent do actors in the school community language in different varieties and do they do it well?
 - What are the sociolinguistic practices of the families of the students?
 - What are the languaging activities and varieties of the parents of students? Of their younger and older siblings? Of their grandparents and extended families?
 - How do students language at home? In what varieties? When? Where? For what? With whom?
 - What are the differences between the students’ languaging with parents and with their older and/or younger siblings? With their grandparents and extended families?
 - How well do family members language in different varieties?
 - How well do students language within the family in different varieties?
 - What are the sociolinguistic practices of the community?
 - What languaging is heard or read around the block of the school? In other words, what is the linguistic landscape around the block? How

