

Language Ideologies and Language Teachers: Constructing our Profession Today and Tomorrow

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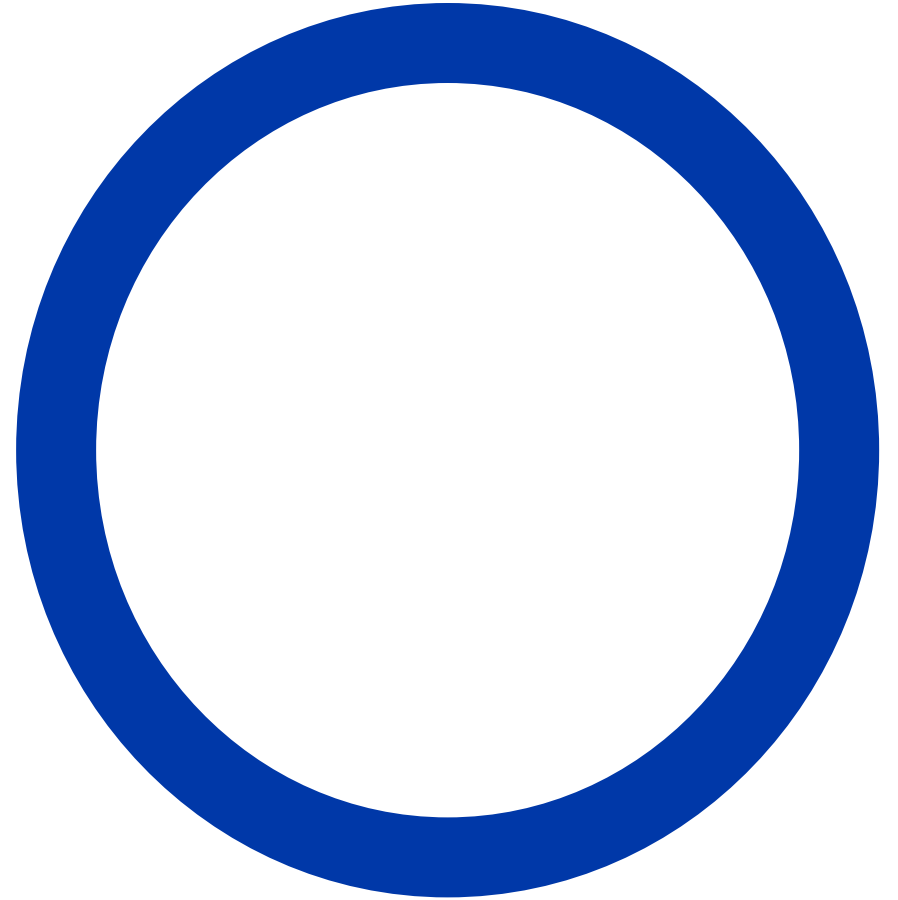
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The idea

Connecting with our own ideas

- Volunteers sought: **Who is a perfect speaker?**
- Who comes to mind when thinking of a great speaker?



The idea

The perfect English speaker?



The idea

Connecting with our own ideas

→ Volunteers sought: **Who is a perfect speaker?**

→ Who comes to mind when thinking of a great speaker?

→ What language user models do we pursue **in our teaching?**



The idea

Linguistic ideologies

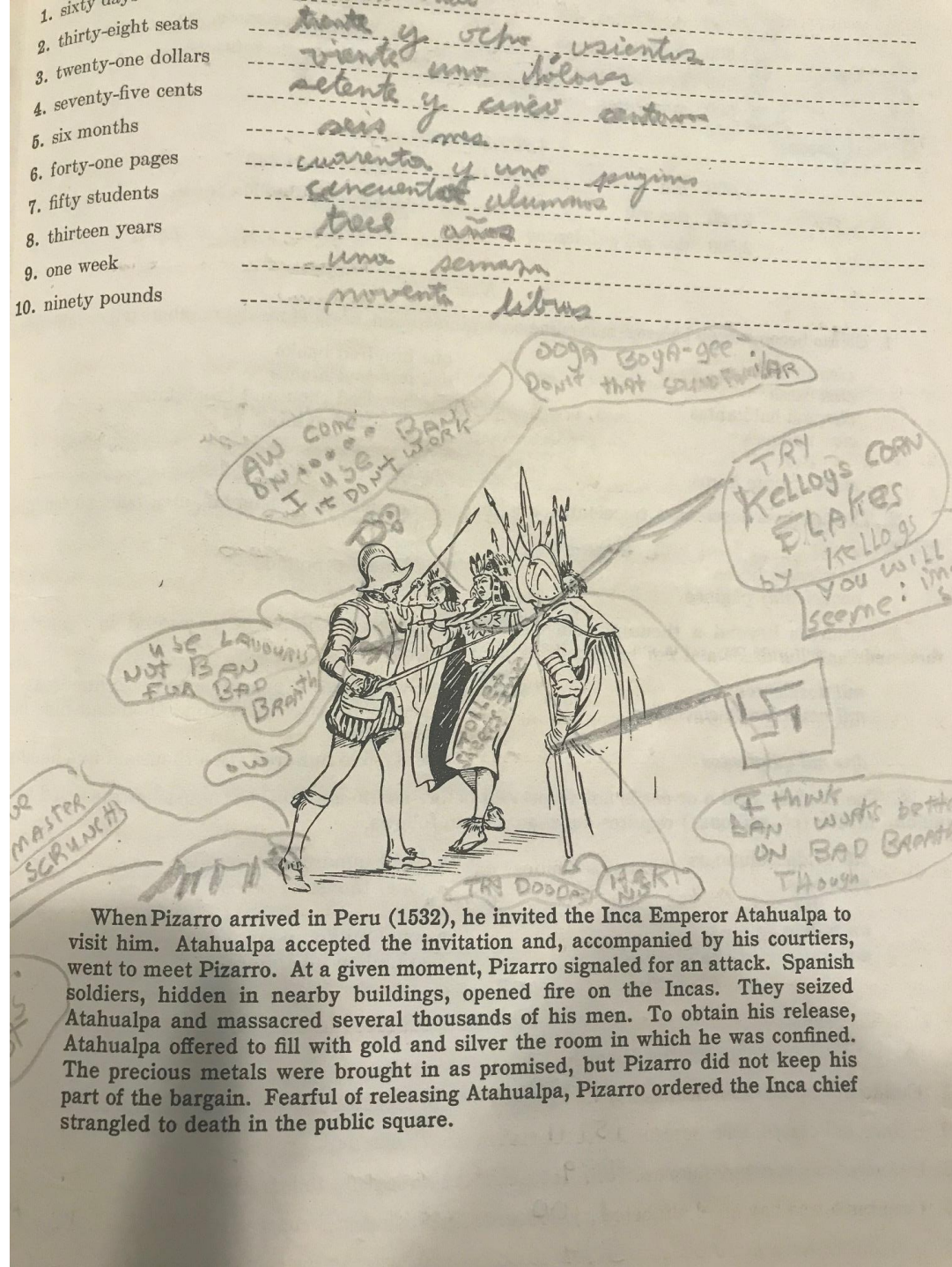
A definition:

The cultural system of ideas about social and linguistic relationships, together with their loading of moral and political interests (Irvine, 1989)



The idea

Amsco,
1960



The idea

One idea: The mythical speaker

- What's in a grammar book? How is it like life itself?
- Contestation over the model for our World Language classes (Kachru, 1985)
- Raciolinguistics (Flores and Rosa, 2015), moving from a speaker to listener focus.
- Pushing raciolinguistics to the next level: intersections



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One example:
The **anti**mythical speaker

“Pocho”

Class, race, gender, ability...?

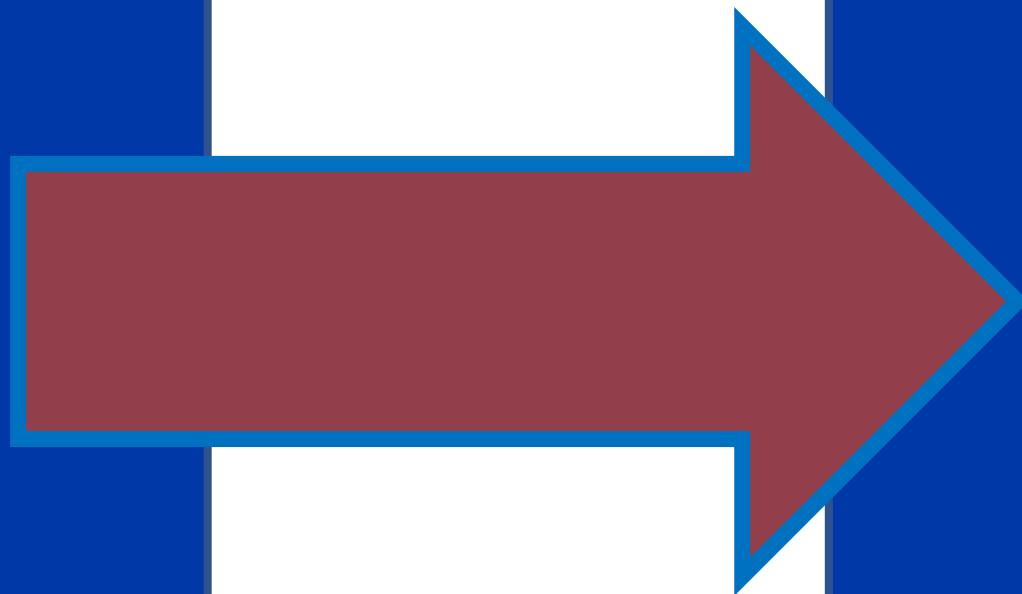


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Revisiting
our “perfect” speaker



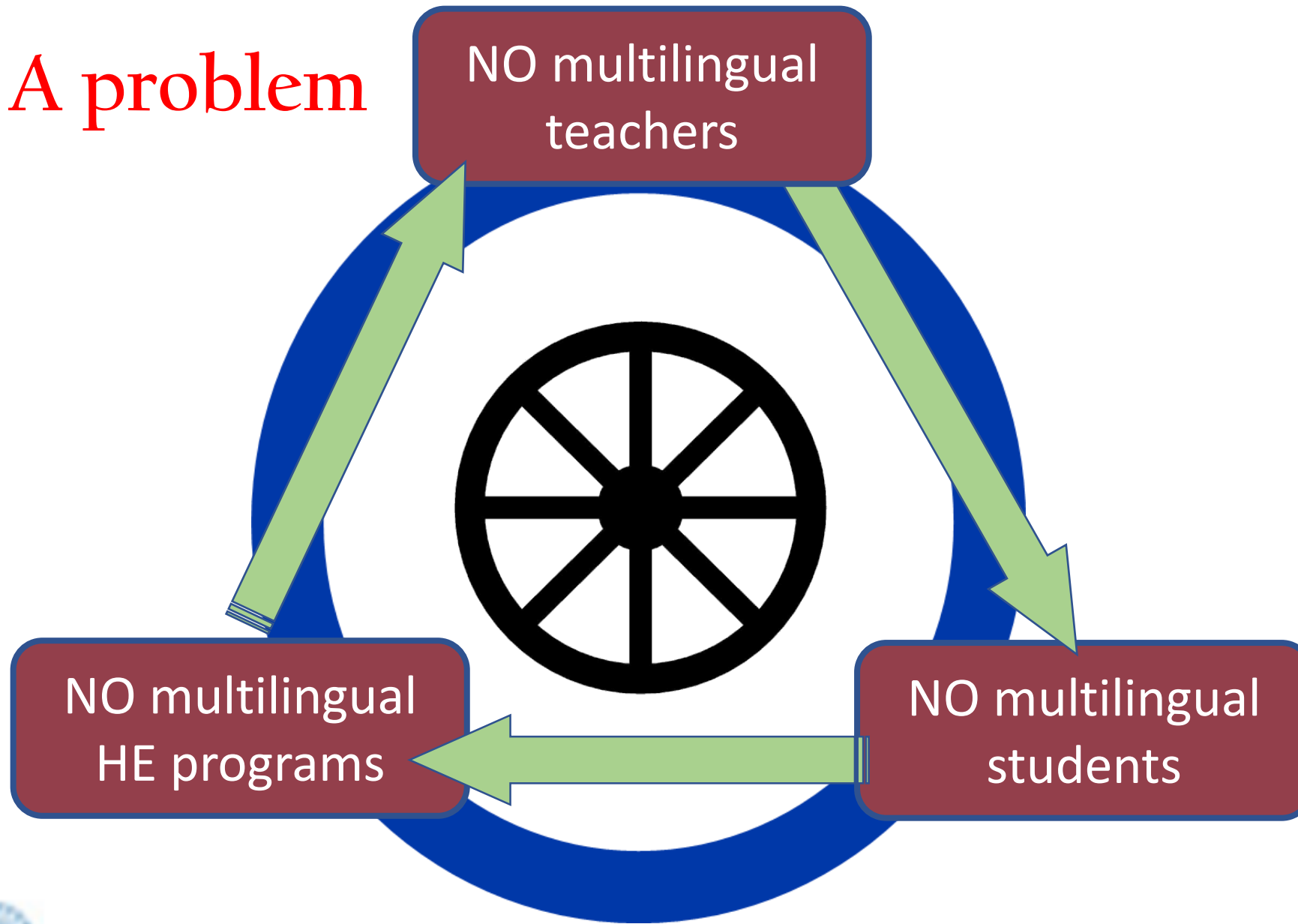
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A problem



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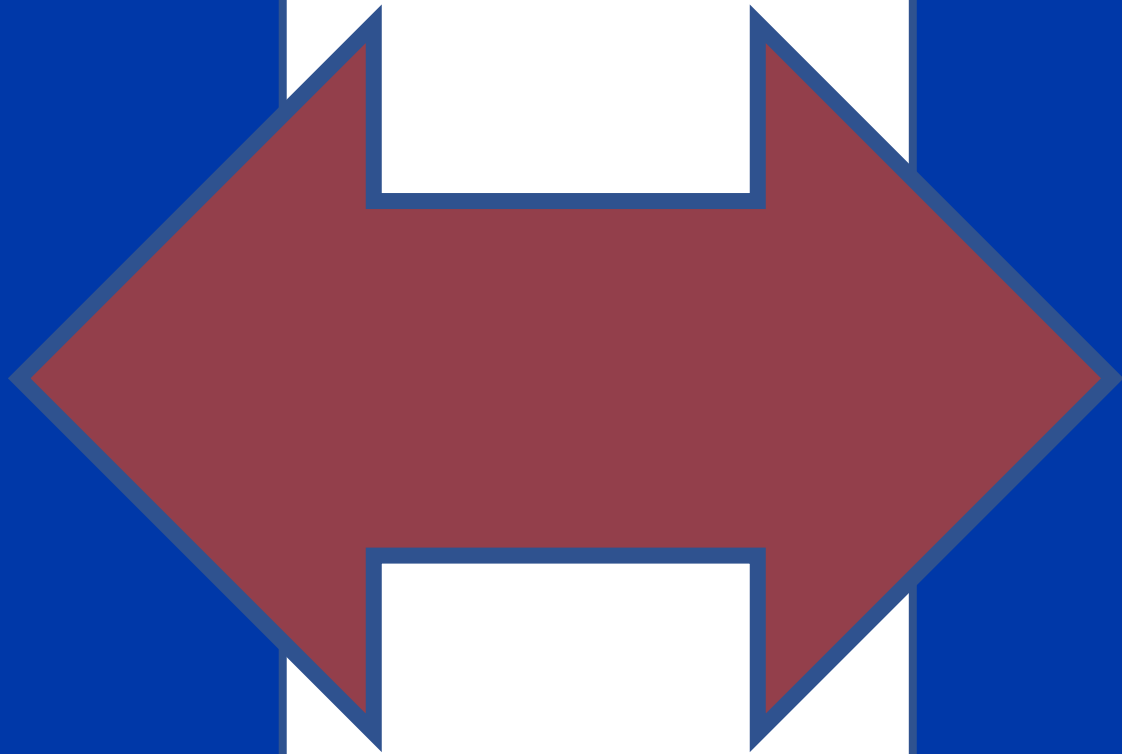


- The issue of a “vicious circle”
- Guerrero & Guerrero (2013): HE should empower Academic Language
- I ask: **What is Academic Language?**
- And then I ask: **What is Standard Language?**



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Research 1

Muñoz,
2018

What is Standard Language?

- 128 preservice teachers defined SE and AE
- Bay Area, CA, January and August 2018
- Open-ended survey

That flat yet melodic way the news anchors speak. There is actually no SE. I think any White face speaking English is above scrutiny. All English speakers use SE. But if you look Brown your English use is hyperscrutinized.

Rachel



Research 2

Briceño,
Rodríguez-
Mojica &
Muñoz,
2018

Language ideologies influence professional careers

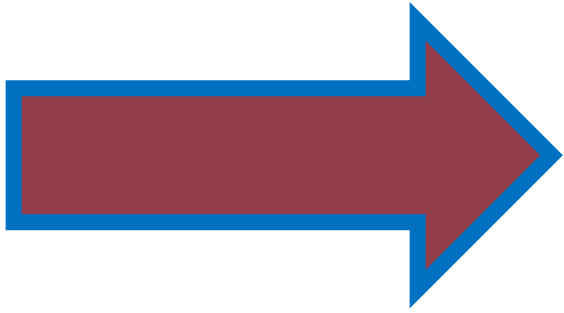
- 15 preservice teachers, identified as heritage
- Bay Area, CA, January and April 2017

Q: So when you were in high school did you take the Spanish for like for Spanish speakers?

R: Yes, I did take that although to be honest, it was hard, because like I said all the Spanish that I thought was Spanish growing up was totally incorrect and it was improper so things like I would say “biciletero” was like not (laugh).. ciclista and things like that, so I was kind of like, I would get nervous again and the whole self-esteem issues came with the language because I started feeling like what I learned was totally incorrect.



Moving forward



- Let's reexamine our linguistic beliefs through different lenses.
- Let's question the purported factuality of linguistic targets.
- Let's nourish the linguistic assets of our students: their local practices
- Let's interrogate the purposes and procedures of language teacher credentialing.
- Let's cherish the variability and creativity of our own language use.



Q

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Thank you!

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