

Language at La Clase Mágica

In pursuit of a new consciousness

Sociopolitical Context

Latinos in California (Census 2013)

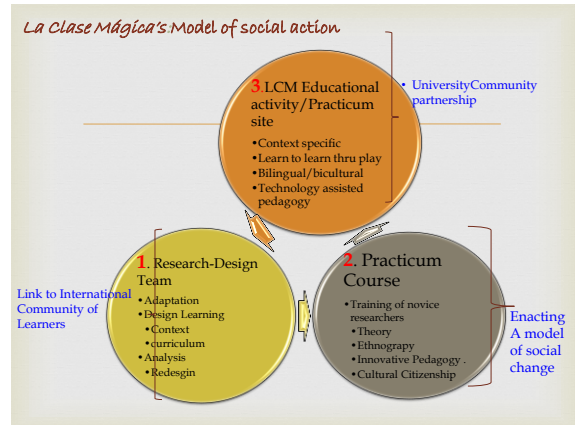
- 39% of Californians are Latinos. (31%--Mexican)
- San Diego County 32% Latino (28% Mexican origin)
- Under-represented in high ed (every sector of power)
- High rate of school failure
- Language shift to English 2nd generation

Exclusionary State laws

- 63: English Only law(1986)
- 187: Anti-immigrant law(1994)
- 209: Dismantling of Affirmative Action (1996)
- 227: Anti-bilingual Ed (1998)
- NCLB (No Child Left Behind Act)- (2002)
 - Testing

LCM Video clip

<https://www.youtube.com/watch?v=3HW55vwyfAU#t=98>



Transdisciplinary Approach to Social Action

- Ideas from Sociohistorical theories on
 - learning and development
 - Language
 - Play & education
- Ideas from language acquisition (SLA) theories on
 - Teaching and learning
 - Language socialization
 - Bilingual education
 - Visibility & empowerment

Organizing the material conditions for a new consciousness.

1. The making of a cultural laboratory

" schools and other informal educational settings are the best cultural laboratories to study thinking"

(Blurb: Quarterly Newsletter of the LCHC on Moll" als (ed), Vygotsky and Education: Instructional implications and applications of Sociohistorical Psychology (1990)...

Inspiration: experiment with the material & symbolic conditions until we achieve optimal learning and development.

cont. . . .

2. Vygotsky in the community

Psychology (or anthropology of education) should go beyond theory to practice in the study of education and directly “intervene in human life and actively help in shaping it” (Leontiev & Luria, 1968, p. 367).

Inspiration: make our research and practice an interventionist project. . .

cont.

3. Building a culture of optimal learning

. . . socially structured ways in which society organizes the kinds of tasks that the growing child faces and the kinds of tool mental and physical, that the young child is provided to master those tasks. . . (Vygotsky quoted in Luria, 1979, p. 44)

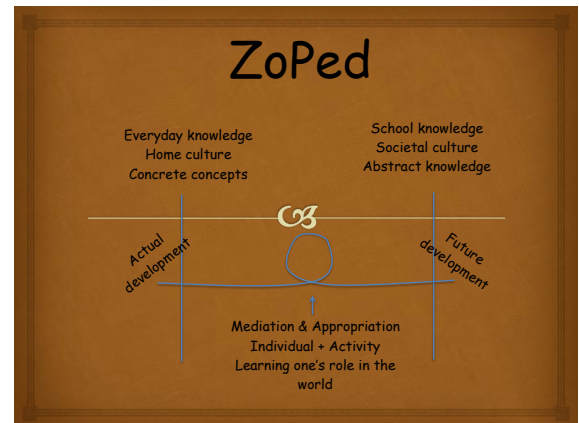
Inspiration: to design specific ways, tasks, and tools that support optimal performance

cont.

4. Playing with language in the ZOPED

Words play a central part not only in the development of thought but in the historical growth of consciousness as a whole. A word is a microcosm of human consciousness.

Inspiration: to use language that facilitates the development of a new sense of self and the world (a new consciousness)



Organizing the symbolic conditions for a new consciousness

LCM's language ideology

- ☞ Preserves linguistic reality of Mexican-origin children
- ☞ Uses both languages in formal academic activities
- ☞ Supports language choice – thus bilingual identity

Countering

- ☞ Dominant ideologies inscribed in laws
 - ☞ English best tool for intellectual work
 - ☞ Monolingualism in English makes good American
- ☞ Deficit assignment to Spanish

The symbolic construction of a new consciousness

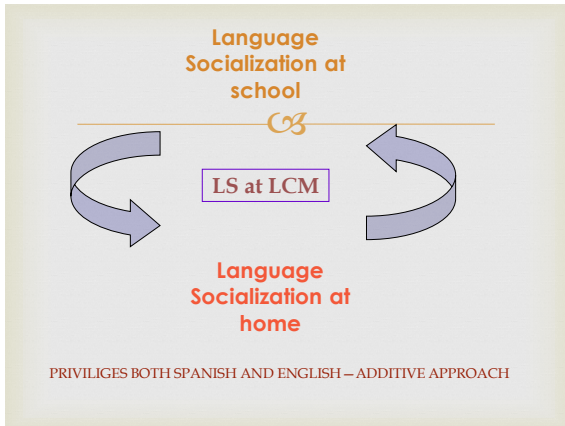
Heath/Ochs

- ☞ Socialization through language and into language

Krashen's comprehensible input

Cummins'

- ☞ BICS/CALPs
- ☞ Common Underlying Proficiency (CUP)
- ☞ additive/subtractive bilingualism



Language as a cultural enactment

↻

✎ A primary goal of language socialization research is to **analyze children's verbal interactions with others** not only as a corpus of utterances to be examined for linguistics regularities but also, vitally, as **socially and culturally grounded enactments** of preferred and expected sentiments, aesthetics, moralities, ideas, orientations to attend to and engage people and objects, activities, roles, and paths to knowledge and maturity as broadly conceived and evaluated by families and other institutions within a community. (Ochs and Schieffelin, 2008, p. 5)

The research team does its part

Task Card




HACIENDO CARAS/ MAKING FACES Room #6a

Stop making faces! "It was a quedar así!" es lo que tus papás te dicen cuando te enojas. Here is your opportunity to make many carotas!! In this game you are going to practice making faces y aprenderas a usar diferentes formas y tamaños: eyes, ears, nose, mouth, hair, body, extras.

<p>PRINCIPIANTE Use the Facemaker Practice sheet y practica con las instrucciones to get familiar con las formas que usaras en el juego. Ahora programa tu cara para que hagas al least two faces o gestos que te gusten. (Hint: Choice TWO)</p>	<p>INTERMEDIO Termina el nivel Principiante. Once you are done with the beginner level, play a game (Hint: Choice 3) Continúa jugando el juego hasta que completes 5 avances. that is 5 guesses in a row. Practice again. Para finalizar, escribe una carta que tenga one strategy que hayas usado para obtener puntos. Write in your letter algun secreto that helped you remember lo que tu cara hacia mientras que jugabas el juego. Cuando termines la carta,</p>	<p>AVANZADO Juega con uno de los GAMES using instructions para el nivel "Intermedio". Ahora has un challenge game, un juego elaborado and ask al asistente del Maga para que lo haga. Por ultimo, escríbele al Maga and tell El Maga cuál fue el juego más difícil de recordar, that the Maga's assistant had a</p>
--	--	--

Artifacts




10/30/2013


Hola Jaly,

Mi nombre es El Maga, and I am a magical being from El Maga's world. Unos Amiguitos have told me that you LOVE One Direction and might even get a poster. Es cierto? Tell me about the poster you might get...My favorite song has to be "What Makes you Beautiful" Have you heard it? Qual es tu favorita? Hope you write back soon Jaly. I really want to hear more about what you like to do!

Love,
El Maga

Hola El Maga, 11/6/13
Gracias por la letter y por remember de mi j ji ji. You told you that I like One Direction. Guess what I do like One Direction. I have many thing of One DIRECTION like back pack, lunch bag, socks, folder, and I just got a bag. My favorite is One Thing. I just want to let you know that I like art, math, dance, sing. Gracias.

Love,
Jaly



Jaly G.R.C.
From La Costa Reina
3rd grader at
Poinsettia Elementary

Hello El Maga 11/6/2013 (Red are in Spanish)

Thank you for the letter and for remember of me

Ji ji ji ji who told you that I do like One Direction.

I have many ths of One Direction like back pack,

Lunch bag, socks, folder, and just got my

Favorit one is One Thing, I just want to let you

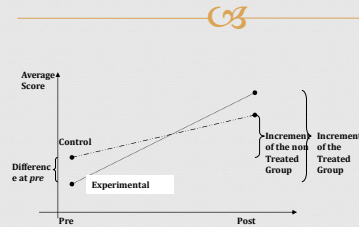
Know that I like art, math, dance , sing.
Thank you,

Love
Jaly

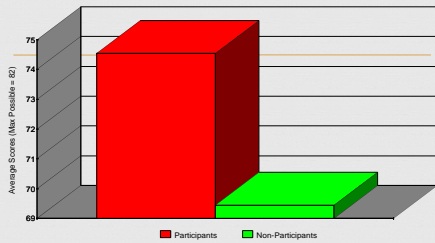
The Practicum Course does it part. . .

It really is unfortunate that the general feeling on Spanish at *La Casa Mágica* is that it is a language for personal use at the home, and inappropriate to be used in educational environments. I personally feel from now onwards I want to make a conscious effort to use Spanish more in my interactions with the children and make it known that knowing another language is a benefit and something to be proud of and that this knowledge is not the knowledge of "the other," but should be accepted and built upon. [UG Fieldnote: GD, 10/31/12]

In 3-way comparison – of preschool sites **Headstart (HS) + LCM**, **HS No LCM** and **NO HS and NO LCM**- Developmental trajectory of **LCM + Headstart** preschool children tested almost twice as large as **NO HS/NO LCM**



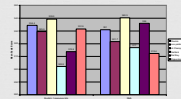
Impact on Readiness Skills
Bayside Elementary School



Labeled "at risk" by teachers, Kindergarten participants performed 60% better than the comparison group (peers in the same classroom) in an assessment given at the end of the school year. The average score of participants exceeds that of non-participants by five points out of a possible score of 82 in recognizing and sounding out letters and in identifying numbers 1-30, which illustrates a positive trend for the program.

Cross-School Comparison of Standardized Test Scores

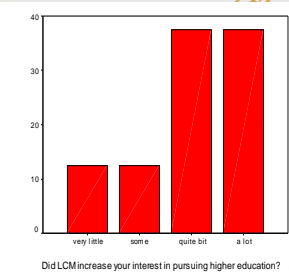
Pauma Elementary School's 5th graders score higher than peers in similar schools



The 2005 California Standards Test results of current 5th graders reveal a higher percentage of Proficient and Above students in Pauma in comparison to three demographically similar schools. Pauma students outperform their peers in both English and Math, and Pauma's Latino students outperform their peers from comparison schools as well.

Wizard Assistants –expert child participants as adults

LCM influence on pursuing higher education



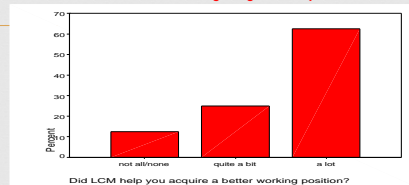
"Interacting and working with the undergraduate students made me feel like I could one day get to be like them"

Angel Chavarin,
Wizard Assistant

Community Participants

(Site coordinators, Mexican orgion mothers)

LCM influence in getting a better job



"Before I was working cleaning houses. But then, LCM encourages me to go to school again and finish my classes. Now I am incredibly happier being able to work with children; I love them. It was always my dream and LCM made it come true".

Vicky Garcia, 48. Parent Coordinator



Presenting a new consciousness

Angel Chavarin: one of the first LCMers, keynote speaker at LCM's annual visit to the UCSD campus announces he will be running for US President in 2020 when he comes of age to run

Our future research



- ☞ How to adapt *La Clase Mágica* to support the Second language Acquisition of English in a non-English dominant society
 - ☞ The context: Colombia, a Spanish speaking country
 - ☞ Rural farming region of Colombia
 - ☞ Tribal community in the Amazon jungle
 - ☞ The Problem: Puts into question all of what I have said above – a true challenge
 - ☞ No real English language contexts other than TV & ICT
 - ☞ Tribal communities are interested in learning Japanese to be able to read the motor of their Yamaha boat motor

ご清聴ありがとうございました, mil gracias por su atención,
than you for your attention



Olga A. Vásquez
Dept of Communication
University of California,
San Diego

ovasquez@ucsd.edu