

CALL FOR PROPOSALS TO TEACHERS TO HELP WRITE A BOOK ON TEACHING STUDENTS TO BE SOCIO-LINGUISTICALLY COMPETENT

The editors of this project are soliciting teacher/authors to write a chapter about their work to teach students to embrace the diversity of language and dialect. The chapters, written by teachers and for a teacher audience, will provide rich description of teaching practices that teach students to bring a more pluralistic, socio-linguistic approach to language and language study. The editors of the proposed book are Kathryn Ciechanowski, Richard Orozco and Ken Winograd, professors in the Department of Teacher and Counselor Education at Oregon State University.

Provisional book title: Teaching our students to become socio-linguistically competent: Voices of teachers from kindergarten to high school.

The proposed edited book seeks to interrupt the dominant discourse in society and most school cultures that centralizes middle-class white English as the norm and the preferred language form. The chapters will describe the practices of teachers (K-12) who implement instruction and activities that teach students that all languages/dialects are historical/cultural expressions that have inherent value in our pluralistic society and global world. The editors of the proposed book reject the "ranking" of languages and dialects, as is commonly done in schools and society, and instead promote the implementation of language pedagogies that are anti-racist, pluralistic, and grounded in culture. These chapters will also provide description of how students make sense of and respond to teachers' efforts.

The chapters will provide description of teachers helping and teaching students to be "students of language," or socio-linguists, including the following aspects of language study: the origins of language; how languages are culturally situated; how languages change over time; how language use depends on context, audience and purpose; how to make sense of the languages/dialects of historically oppressed groups without inadvertently co-opting or exploiting those languages/dialects; and, in short, how and why an inclusive intellectual stance towards language can promote a more inclusive democratic society and relationship with our neighbors around the world. The most useful and interesting chapters are those that provide rich description of teachers' and students' interaction around activities that aim to interrupt the dominant approach to language learning.

The editors envision a book that contains chapters on doing language study with students who, themselves, speak in non-dominant languages and dialects, so these chapters will focus on how to help these students empower themselves with a renewed sense of efficacy and value as it relates to their family and culture's language or dialect. The book will also contain chapters on doing

language work with largely white and middle class students, so these chapters will focus on how these students unlearn their biases about language and, in its place, learn values and practices that reflect a pluralistic and multicultural perspective.

We want chapters written by teachers for teachers, descriptions of practice that are readable and useful. Certainly, we would like authors to be grounded and connected to others in the professional literature who are thinking and doing similar practice. Still, even the references used by authors should be teacher-friendly, readable and useful. Each chapter should open with some theoretical or foundational context and then followed by description of classroom practice that prepares students to be socio-linguistically competent.

If you are teacher and have not written about your professional activity and your proposal is accepted, the editors of the book will take care to support you through the writing process.

The proposal should be between 500 and 750 words and include the following information:

- a. provisional title of chapter
- b. description of your teaching context
- c. description of your theoretical frame of reference (what theories or writers in the field anchor and inform your work?)
- d. description of the kinds of teaching you do to teach students to be socio-linguistically competent and vignettes that show students' learning?

The final manuscript (of the chapter) should be between 20-30 pages long (manuscript, double spaced, one inch margins, 12 pt font). If you have a draft of a chapter ready for review, you can send this.

Send your chapter proposal to **Ken Winograd** (winograk@oregonstate.edu), or via U.S. mail: College of Education, Waldo Hall (4th floor), Oregon State University, Corvallis, OR 97331 by **September 1, 2010**