


CULTURALLY & LINGUISTICALLY RESPONSIVE INSTRUCTION:

TRANSFORMING PERCEPTIONS, PEDAGOGY AND PRACTICE FOR EDUCATING CULTURALLY DIVERSE STUDENTS



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EDUCATING DIVERSE STUDENTS

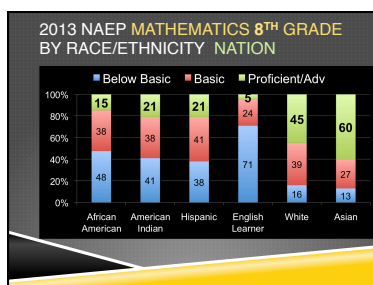
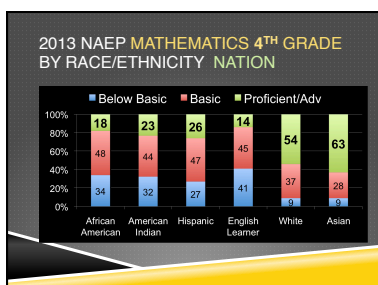
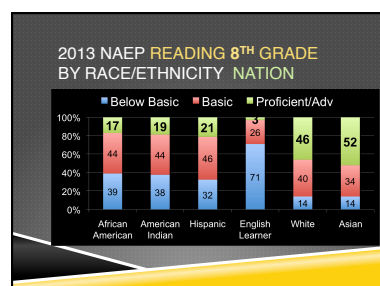
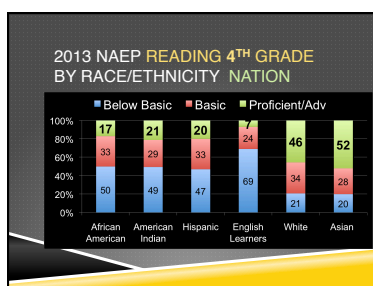
- ▶ A disproportionate number of culturally & linguistically diverse students :
 - ▶ demonstrate poor performance on standardized tests and other academic achievement indicators.
- ▶ Many are labeled as:
 - ▶ "Slow learners"
 - ▶ Emotionally and Cognitively "impaired"
 - ▶ Language delayed
 - ▶ Learning disabled

As a result, there have been enormous expenditures in time, money, and a proliferation of reform programs, aimed at improving academic achievement in underperforming students of color yet, in spite of these massive efforts a large percentage of these students still are not reading and doing math at levels of proficiency.



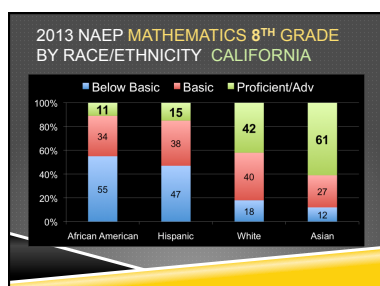
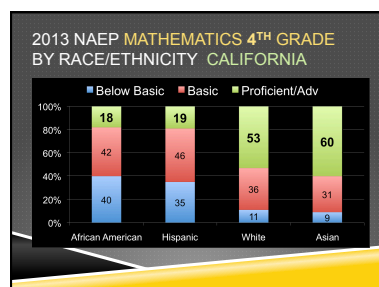
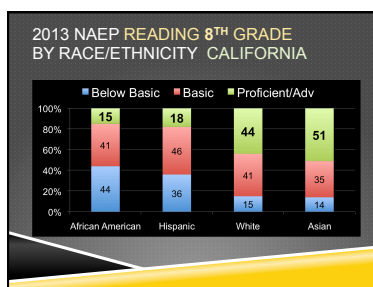
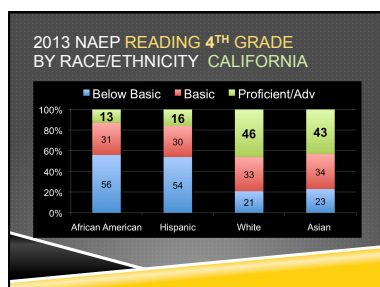
ACHIEVEMENT & PROFICIENCY GAPS 2013

NAEP DATA- NATION




ACHIEVEMENT & PROFICIENCY GAPS 2013

NAEP DATA - CALIFORNIA



WHY IS OUR
BEST EFFORT
FAILING

Geneva Gay
Reform proposals fail because...

- ▶ They are deeply enmeshed in a deficit orientation
 - ▶ Concentrates on what ethnically, racially, and linguistically different students don't have and can't do
- ▶ They claim cultural neutrality
 - ▶ Deal with academic performance by divorcing it from other factors that affect achievement such as culture, ethnicity, and personal experience

WHAT THE RESEARCH SAYS...

▶ "There is a direct link between student achievement and the extent to which teaching employs the cultural referents of students"

Geneva Gay, 2000

WHAT THE RESEARCH SAYS...

▶ "... for students who experience disproportionate levels of academic failure, the extent to which the students' language and culture are incorporated into the school program constitutes a significant predictor of academic success"

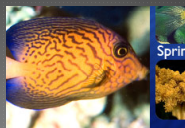
Jim Cummins, 1989

WHAT THE RESEARCH SAYS...

▶ The research suggests that cultural variables are powerful, yet often overlooked factors that explain school failure of diverse student populations

"CULTURE IS TO HUMANS AS WATER IS TO FISH"

WADE NOBLES



WHAT THE RESEARCH SAYS:

- ▶ Teacher's perceptions of academic capacity in low income students and students of color are lower than those they hold for middle and upper income white students
- ▶ Teacher's low expectations
 - ▶ reduce students' academic self image,
 - ▶ cause students to exert less effort in school,
 - ▶ lead teachers to give some students less challenging coursework.

CULTURAL DIFFERENCES

- ▶ People raised in different cultural environments may behave differently – yet appropriately - in the same situation.
- ▶ They may show evidence of a different set of values about the same condition, may acquire the same knowledge in different ways, and may demonstrate their learning in different modes.

When the cultures of schools and different ethnic groups often are not compatible...

We have an obligation to improve the congruence between them in order to promote for all students access to rigorous standards-based curricula.

WE DO THIS WORK...

- ▶ By Incorporating Culturally and Linguistically Responsive Pedagogy into Core Instruction

WHAT IS CULTURALLY RESPONSIVE INSTRUCTION?

- ▶ It is adjusting how we teach to the needs and experiences of students in appropriate and effective ways

TRADITIONAL PEDAGOGY HAS ALWAYS BEEN CULTURALLY RESPONSIVE.

To students who are primarily middle class and European

CULTURALLY RELEVANT AND RESPONSIVE EDUCATION (CRRE)

- ▶ A comprehensive system of education that incorporates student's life experiences (emotional, social, cognitive and cultural) into schooling activities and processes.

CULTURAL LEARNING STYLES

- ▶ Learning style research reports that cultural/ ethnic groups, have distinct ways of processing information, interacting, communicating and learning.



**DR. ASA HILLIARD
ON LEARNING STYLES**



LEARNING STYLES VALUED BY TRADITIONAL SCHOOL CULTURE	LEARNING STYLES OF AFRICAN DESCENT STUDENTS
<ul style="list-style-type: none"> Standardized and rule driven Deductive, controlled, egocentric Low movement expressive context View environment in isolated parts Precise concepts of space, number, time Respond to object stimulus Dominant communication is verbal Emphasis on independent work 	<ul style="list-style-type: none"> Variation accepting & improvising Inductive, expressive, sociocentric High movement expressive context View environment as a whole Approximate concepts of space, number and time Respond to people/social stimulus Communication is non-verbal as well as verbal responds to collaborative effort

Source: Asa Hilliard

**UNDERLYING ASSUMPTION
LEARNING STYLE THEORY**

Students who possess the same intellectual potential will, as a result of diversity in cultural socialization, display their cognitive abilities differently.

INSTRUCTION MUST BE CULTURALLY AND LINGUISTICALLY RESPONSIVE, IT MUST CONNECT WITH STUDENT'S LANGUAGE, PRIOR KNOWLEDGE, AND EXPERIENCE

**LINGUISTICALLY RESPONSIVE
INSTRUCTION**



**STANDARD ENGLISH
LEARNERS**

Are perhaps the Most Overlooked And Underserved Language Minority Population in the history of American Education

WHO ARE SELs?

- ▶ SELs are students for whom Standard English is not native
- ▶ They are students whose indigenous languages and experiences of segregation and marginalization greatly impacted their acquisition of English as a second language

**A CLOSER LOOK AT STANDARD
ENGLISH LEARNERS?**

Hawaiian American
American Indian
Mexican American
African American

Students for whom Standard English is not native

**LANGUAGE VARIATION
BASIC PREMISE**

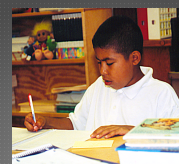
Language is fundamental to learning and mastery of academic language is critical for accessing core content curricula



LINGUISTIC COMPETENCE

Knowledge of the form or the structure of a language (subconscious and conscious)

HAWAIIAN AMERICAN SELS



HAWAIIAN "PIDGIN ENGLISH"

- Spoken by an estimated 600,000 people in the state of Hawaii
- Pidgin Hawaiian preceded pidgin English in Hawaii
- The mixture of pidgin Hawaiian and English led to many Hawaiian words coming into early pidgin English
- Established as a distinct language some time between 1905 and 1920
- Most often ignored or avoided in the educational process

MEXICAN AMERICAN SELS



MEXICAN AMERICAN LANGUAGE "CHICANO ENGLISH"

- A variety of English that is influenced by Spanish and that has low prestige in most circles, but nevertheless is independent of Spanish and is the first, and often only, language of many hundreds of thousands of residents in California & Texas

A. Metcalf, 1974

MEXICAN AMERICAN SELS

- As late as 1970, in some schools Mexican American students were forced to kneel in the playground or before the entire class to beg forgiveness when caught talking to each other in Spanish or forced to stand on a black square or made to write repeatedly "I must not speak Spanish".

NATIVE AMERICAN SELS



AMERICAN INDIAN ENGLISH "RED ENGLISH"

- Many of the characteristics of Indian English grammar and discourse are closely associated with features of ancestral language grammar and discourse which influences the sound systems, word construction, sentence forms, and usage strategies

W. Leap, 1993

AMERICAN INDIAN SELS

I WENT TO SCHOOL THE ONLY ENGLISH I KNEW WAS "HELLO" AND WHEN WE GOT THERE WE WERE TOLD THAT IF WE SPOKE INDIAN THEY WOULD WHIP US UNTIL OUR HANDS WERE BLUE ON BOTH SIDES. AND ALSO WE WERE TOLD THAT INDIAN RELIGION WAS SUPERSTITIOUS AND PAGAN. IT MADE YOU FEEL INFERIOR... WE FELT LOSS AND WANTED TO GO HOME... TODAY... I FEEL FURIOUS"

TSCHANZ, 1980, P. 10)

AFRICAN AMERICAN SELS



CARTER WOODSON ON AAL -1932

- Carter G. Woodson in 1933, wrote in "The Mis-Education of the Negro"
- In the study of language in school pupils were made to scoff at the Negro dialect as some peculiar possession of the Negro which they should despise rather than directed to study the background of this language as a broken-down African tongue – in short to understand their own linguistic history...(p. 19, italics added).

AFRICAN LANGUAGE FAMILIES

- All African Languages are considered official languages of the African Union
- Afro Asiatic
- Nilo Saharan
- Niger Congo
- Niger Congo (Bantu)
- Khoi San



AFRICAN LANGUAGES

ESTIMATES OF UP TO 3000 LANGUAGES SPOKEN IN AFRICA

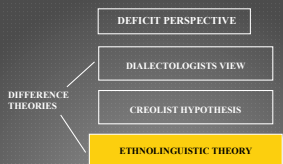


THE MIDDLE PASSAGE

- Over the centuries, millions died in the crossing. This meant that the living were often chained to the dead until ship surgeons had the corpses thrown overboard.
- People were crowded together, usually forced to lie on their backs with their heads between the legs of others. This meant they often had to lie in each others' feces, urine, and, in the case of dysentery, even blood.



HISTORICAL DEVELOPMENT OF AFRICAN AMERICAN LANGUAGE



THE LOSS OF AFRICAN LANGUAGES



WEST AFRICAN (NIGER-CONGO) LANGUAGES THAT INFLUENCED AAL

- | | |
|-----------|------------|
| • Bamanba | • Kimbundu |
| • Ewe | • Longo |
| • Fanta | • Mandinka |
| • Fon | • Mende |
| • Fula | • Twi |
| • Hausa | • Umbundu |
| • Igbo | • Wolof |
| • Ibibio | • Yoruba |



AFRICAN AMERICAN LANGUAGE (AAL)

(African American Language) refers to the linguistic and paralinguistic features of the language that represents the communicative competence of the United States slave descendants of African origin.

Adapted from Williams (1973)

EBONICS

Ebonics is the linguistic and paralinguistic features which on a concentric continuum represent the communicative competence of the west African, Caribbean, and the United States slave descendants of African origin.

Williams (1973)

CHARACTERISTIC LINGUISTIC FEATURES OF AFRICAN AMERICAN LANGUAGE



CHARACTERISTIC PHONOLOGICAL FEATURES OF AFRICAN AMERICAN LANGUAGE

PHONOLOGICAL VARIABLE	MAINSTREAM AMERICAN ENGLISH	AFRICAN AMERICAN LANGUAGE
CONSONANT CLUSTER	DESK, TEST, COLD	DES, TES, COL
/TH/ SOUND	THIS, THIN, MOUTH	DIS, TIN, MOU
/R/ SOUND	SISTER, CAROL	SISTA, CA'OL
STRESS PATTERNS	PO' LICE, HO TEL'	POJICE, HQ TEL
/L/ SOUND	ALWAYS, MILLION	AWAYS, MI'ON

CHARACTERISTIC GRAMMATICAL FEATURES OF AFRICAN AMERICAN LANGUAGE

LINGUISTIC VARIABLE	MAINSTREAM AMERICAN ENGLISH	AFRICAN AMERICAN LANGUAGE
LINKING VARIABLE	He is going	He going
POSSESSIVE MARKER	John's cousin	John cousin
PLURAL MARKER	I have five cents	I have five cent
VERB AGREEMENT	He runs home	He run home
HABITUAL "BE"	She is often at home	She be at home

LANGUAGE SAMPLE : 5-YEAR-OLD AFRICAN AMERICAN SEL

- Where is her shoe at?
- She pick it up
- those cookies
- She rub it on her hands.
- He see hisself



LANGUAGE SAMPLE: 5-YEAR-OLD AFRICAN AMERICAN CHILD

- I been known how to count.
- She want to know can she ride her bike.
- She jump rope
- The mother dress
- The mommie purse



WRITTEN LANGUAGE SAMPLE: MIDDLE SCHOOL AFRICAN AMERICAN STUDENT

Jonny is a hero

- Johnny was inialgent. He was inialgent by taking people to his house so they can be in wone house. And they pick Johnny house. Johnny was intelligent because he trick the aliens from winning and taking over the world. Johnny is inteligent, and, brave no body else would of did what a eight year old boy did. People were so afraid of the aliens but not Johnny. I think Johnny personality is nice.

WRITING SAMPLE HIGH SCHOOL: MEXICAN AMERICAN/CHICANO SEL

- Well, what I have learn there are good things and there are bad things. Well the good things I say is that there are stuff that doesn't bore me to death some classes are very educational and some are very interesting. Well to tell you the truth I feel some of the teachers don't do as good of a job than other teachers do. Some teachers get more into there work than others. To me older teachers starts to just go into a different worlds when it comes to teaching. Well most of them. Why?

Source: M. Montalvo-Hernandez, Dissertation

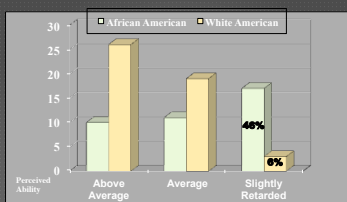
STANDARD ENGLISH LEARNERS

Status In Society*Ogbu's Theory of Cultural Ecology***EDUCATOR ATTITUDE AND CLASSROOM PRACTICE**

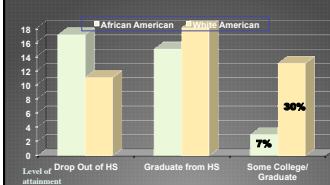
"If schools consider someone's language inadequate, they'll probably fail"

*Stubbs (2002)***PERCEPTIONS OF INTELLIGENCE IN AAL SPEAKERS***GUSKIN STUDY*

- ▶ 46% of the respondents who listened to black and white tape recorded speakers judged the black speaker to be below average or slightly retarded
- ▶ compared with only about 6% that judged the white speaker as below average or slightly retarded.

EXPECTATIONS OF ACADEMIC ABILITY OF SPEAKERS*GUSKIN STUDY***ACADEMIC EXPECTATIONS FOR AAL SPEAKERS**

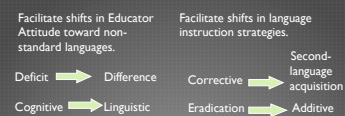
- ▶ In regard to expectations of future educational attainments of the speakers, roughly 7% of the subjects believed the black speaker would go to school beyond high school
- ▶ compared with close to 30% that believed the white speaker would go to college.

*Guskin Study***LOWER EXPECTATIONS OF FUTURE EDUCATIONAL ATTAINMENT OF AA STUDENTS***GUSKIN STUDY***SELF-FULFILLING PROPHECY***TAUBER, 1997*

- ▶ "Students define themselves through the lens of their teachers."
- ▶ Tauber suggests that low expectations on the part of teachers lead to differentiated treatment of students because the teacher forming the expectation searches for confirming information until what is expected becomes true.

LINGUISTIC SOCIETY OF AMERICA*EXCERPT FROM RESOLUTION ISSUED, JANUARY 3, 1997*

- ▶ The variety known as "Ebonics," "African American Vernacular English" (AAVE), and "Vernacular Black English" and by other names is systematic and rule-governed like all natural speech varieties. In fact, all human linguistic systems... are fundamentally regular.
- ▶ The systematic and expressive nature of the grammar and pronunciation patterns of the African American vernacular has been established by numerous scientific studies over the past thirty years.
- ▶ Characterizations of Ebonics as "slang," "mutant," "lazy," "defective," "ungrammatical," or "broken English" are incorrect and demeaning.

LINGUISTICALLY RESPONSIVE INSTRUCTION MOVING SELLS TOWARD ACADEMIC & CAREER SUCCESS

QUOTE FROM ATLANTIC MONTHLY

WILLIAM LABOV

- ▶ "There is no reason to believe that any nonstandard vernacular is itself an obstacle to learning. The chief problem is ignorance of language on the part of all concerned
- ▶ Teachers are now being told to ignore the language of black children as unworthy of attention and useless for learning. They are being taught to hear every natural utterance of the child as evidence of his mental inferiority. As linguists we are unanimous in condemning this view as bad observation, bad theory, and bad practice.
- ▶ That educational psychology should be influenced by a theory so false to the facts of language is unfortunate; but that children should be the victims of this ignorance is intolerable."

CULTURALLY & LINGUISTICALLY RESPONSIVE INSTRUCTION

Culture is central to learning.

- ▶ It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals.
- ▶ Culturally Responsive Teaching is a pedagogy that acknowledges, responds to, and celebrates fundamental cultures, and offers full equitable access to education for students from all cultures and linguistic backgrounds.

SO WHAT DO CULTURALLY RESPONSIVE TEACHERS DO?

CHARACTERISTICS OF CULTURALLY RESPONSIVE TEACHERS

SOURCE: IRVINE & ARMENTO (2001)

- ▶ They build positive and supportive school and classroom environments that are grounded in mutual and genuine respect for cultural diversity
- ▶ They create learning environments that are open and risk-free
- ▶ They hold high academic and personal expectations for each child

CHARACTERISTICS OF CULTURALLY RESPONSIVE TEACHERS

- ▶ They take advantage of the opportunity to focus on the differences these students bring as strengths rather than deficits.
- ▶ They act to accommodate these differences, and in the process, remove barriers to learning and enhance achievement.
- ▶ They develop a connection between the culture of the student and the culture of school and use that knowledge to develop a bridge that provides students an equal opportunity to learn and grow

POSITIVE OUTCOMES OF CULTURALLY RESPONSIVE TEACHING

- ▶ As students take ownership in and become a part of the learning process
- ▶ They are more engaged in learning acts
- ▶ They are less disruptive
- ▶ They become self-initiators of learning experiences
- ▶ They "build their brains"

Source: Jerome Freiberg

"A child cannot be taught by anyone whose demand, essentially, is that the child repudiate his experience and all that gives him sustenance..."

JAMES BALDWIN, 1997

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