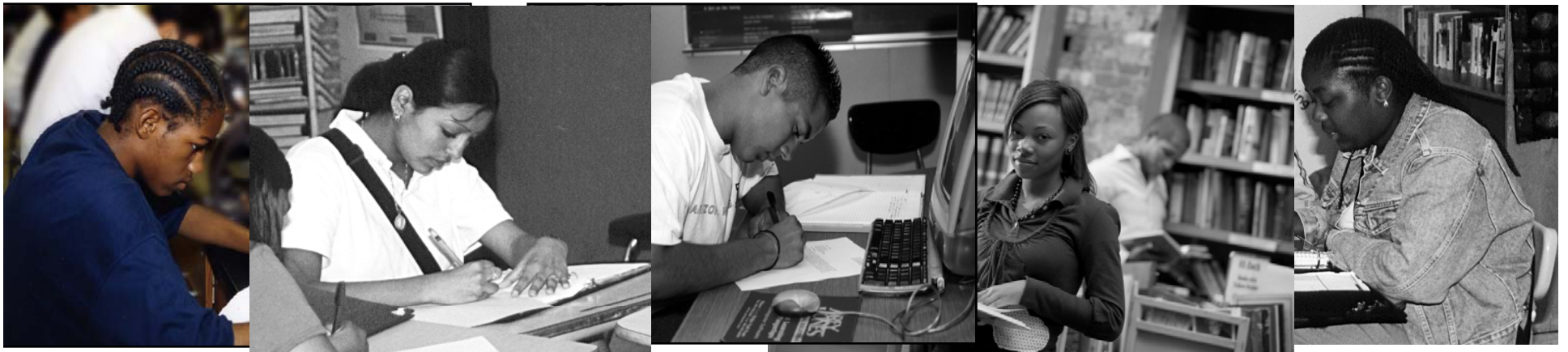# Closing Achievement and Proficiency Gaps Through Culturally and Linguistically Responsive Instruction

Presenter: *Noma LeMoine, Ph.D.*

noma.lemoine@sbcglobal.net

College of San Mateo, November 11, 2009

Community Colleges

- Across the United States nearly 1,200 community colleges play a vital role in higher education.

- They enroll more than 11.5 million students – nearly half of all undergraduates – and they attract high proportions of low-income, minority and first-generation college students.

- In 2002, community colleges enrolled 47 percent of the nation's African-American students, 56 percent of Hispanic students and 57 percent of Native American students.

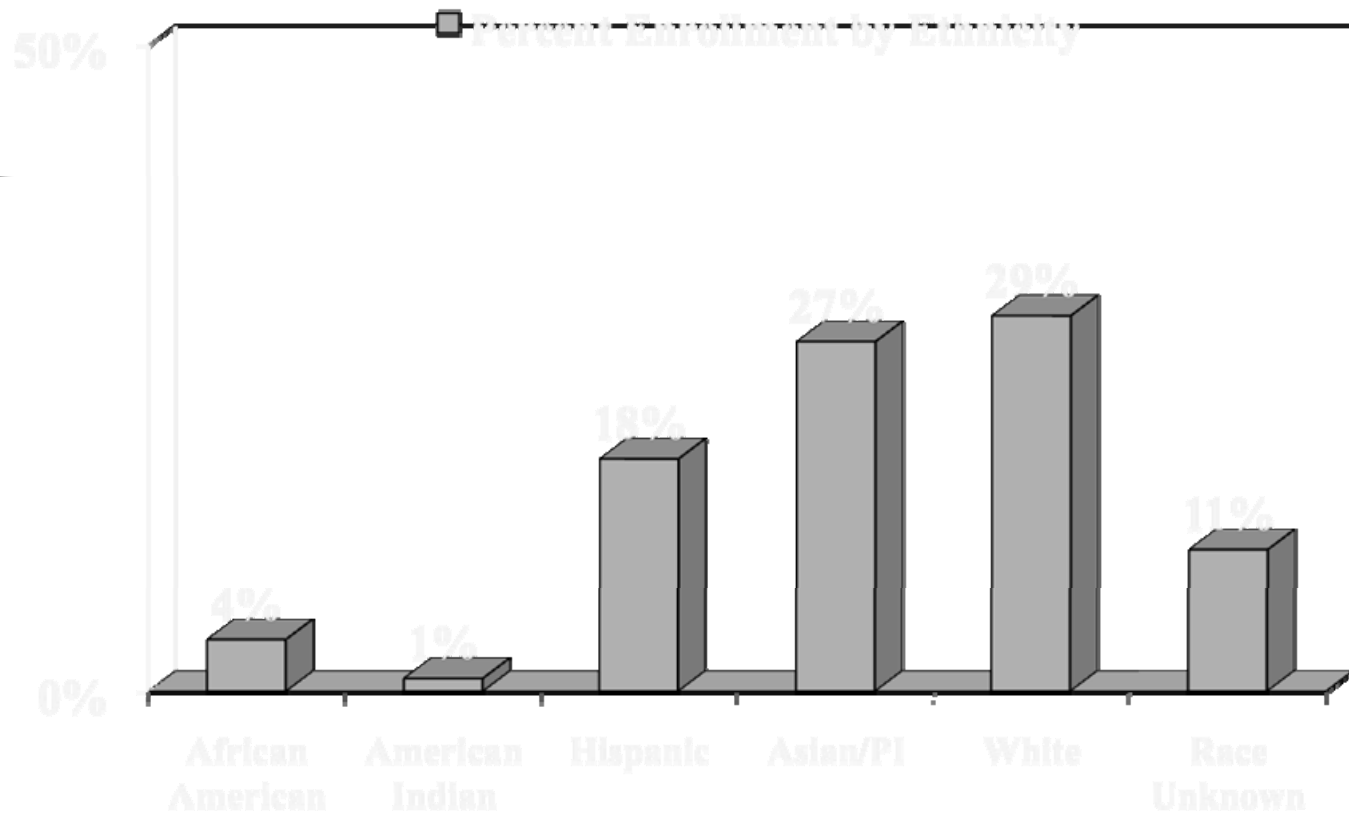# California Enrollment: Postsecondary Pathways:

- Close to a third of California's public high school graduates in 2006–07 enrolled in a California community college in fall 2007

- Almost 107,700 students who graduated from a California public high school in 2006–07 enrolled immediately at one of the state's community colleges.

Benefits associated with a college degree

- a college graduate is far less likely to commit a crime and approximately 30% less likely to be unemployed compared to a student who has simply earned a high-school diploma

College of San Mateo Enrollment Data

Percent Enrollment by Ethnicity

4%	1%	18%	27%	29%	11%
African American	American Indian	Hispanic	Asian/PI	White	Race Unknown

Persistence to Graduation

- African Americans are 20% less likely to complete college within a six-year period
- For every two White students who drop out in that time frame, three African Americans have departed from a postsecondary institution

                                        (Porter, 1990).

Cause of Low Persistence Rate

- Tinto (1997) argued that overall differences in persistence rates between African Americans and non-minorities were primarily due to differences in their academic preparedness rather than differences in their socioeconomic backgrounds.

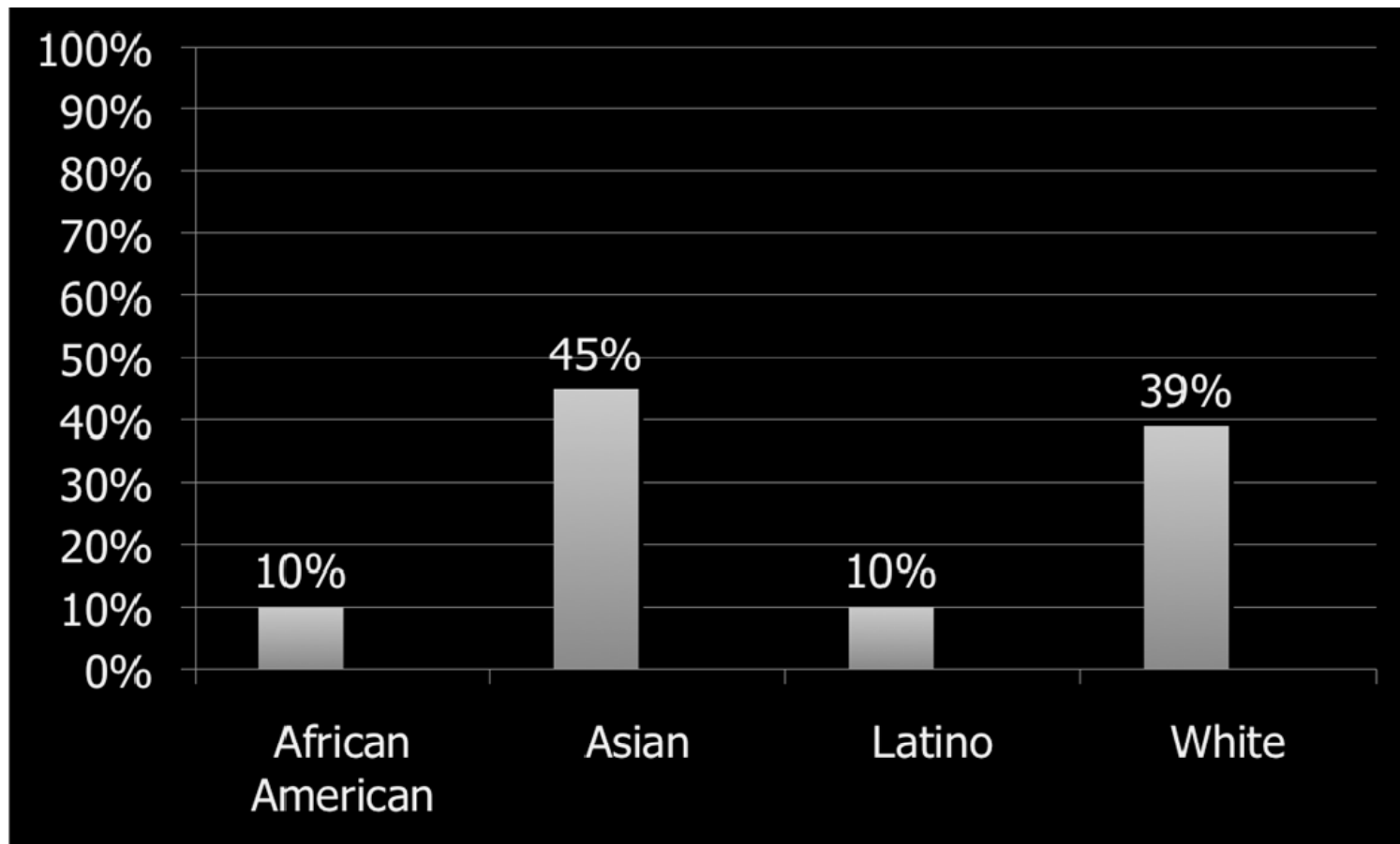# Academic Preparedness
The Achievement Gap

California Reading 4th Grade

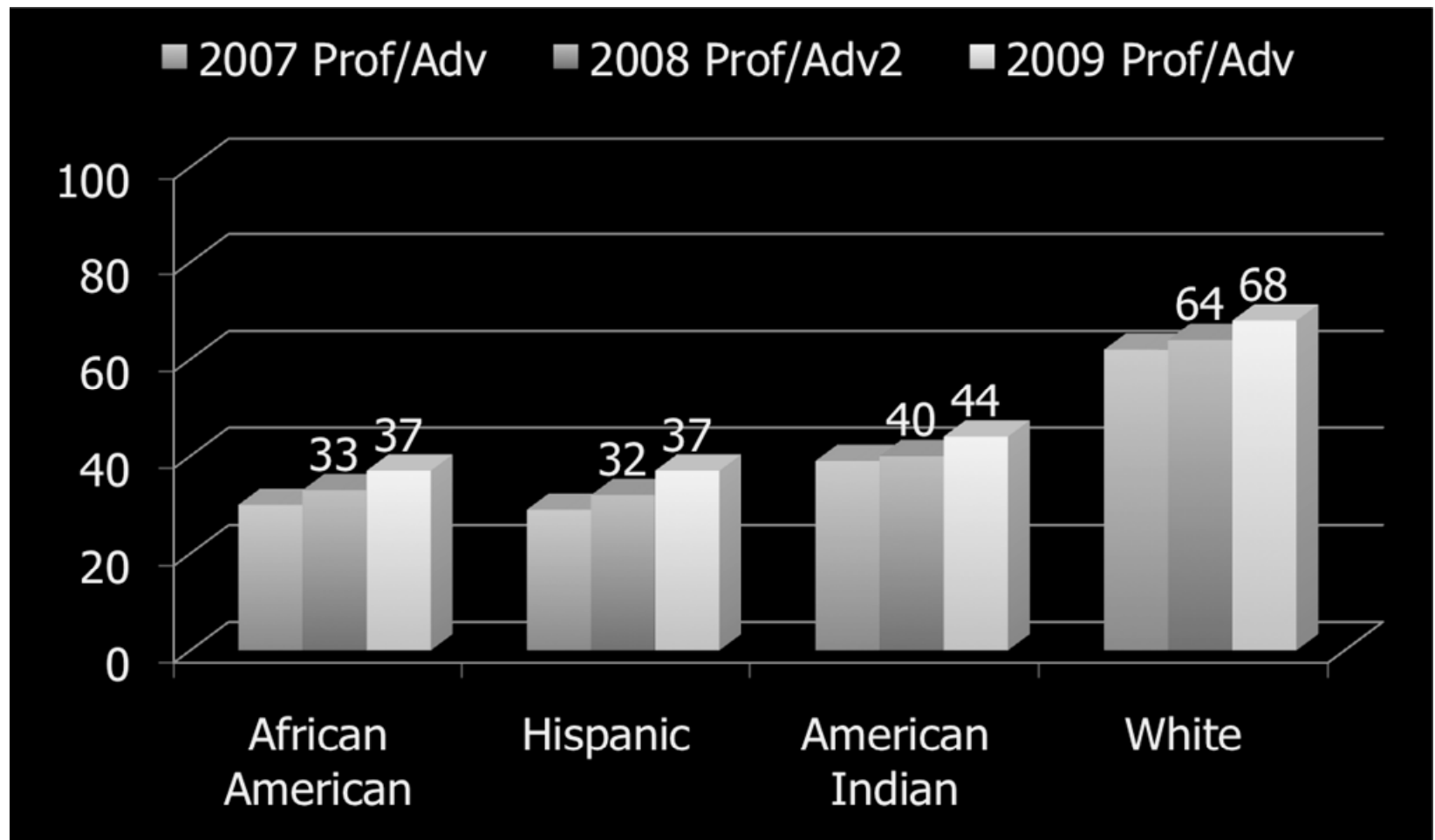Students scoring Proficient or higher
on 2007 National Assessment
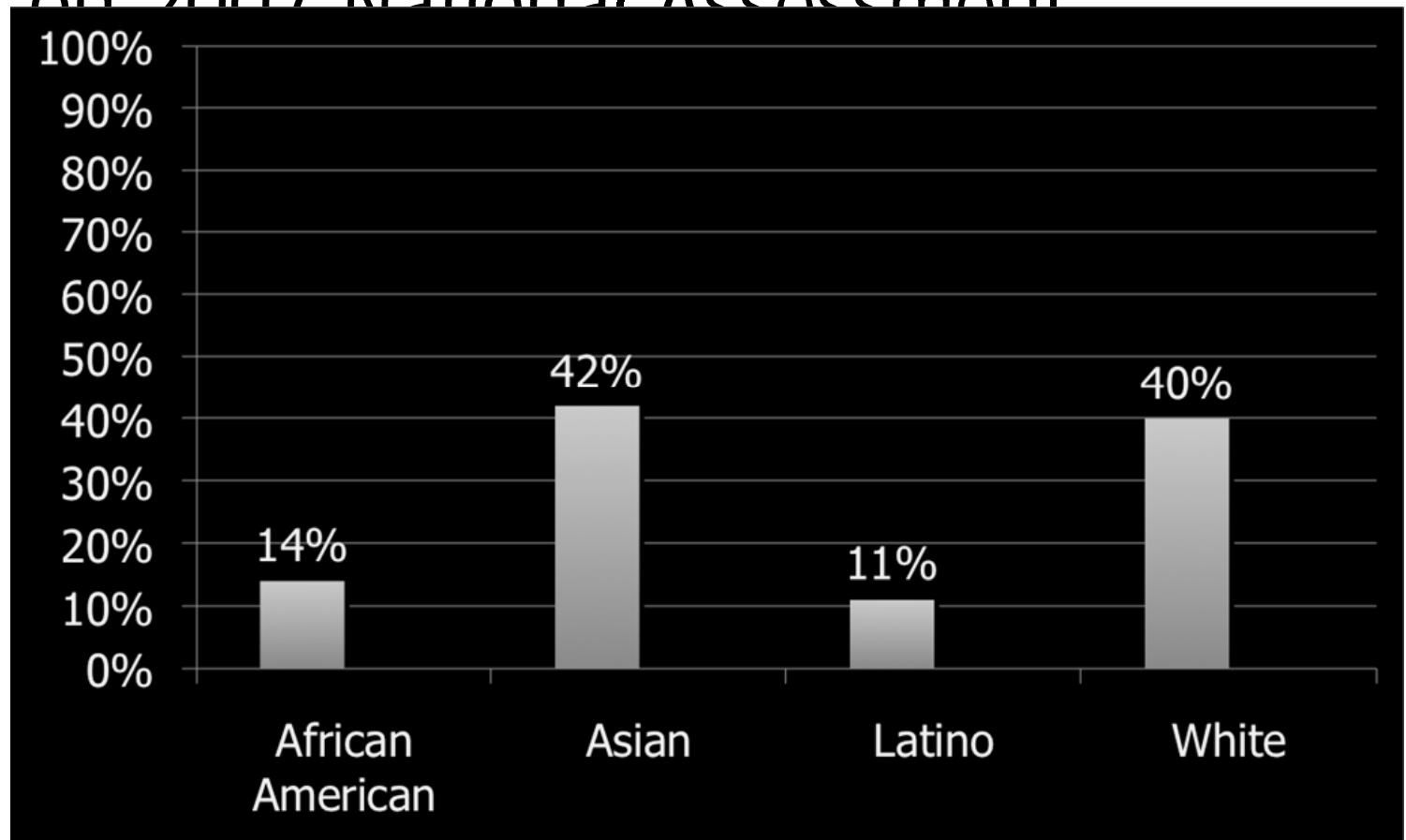
California Math 8th Grade
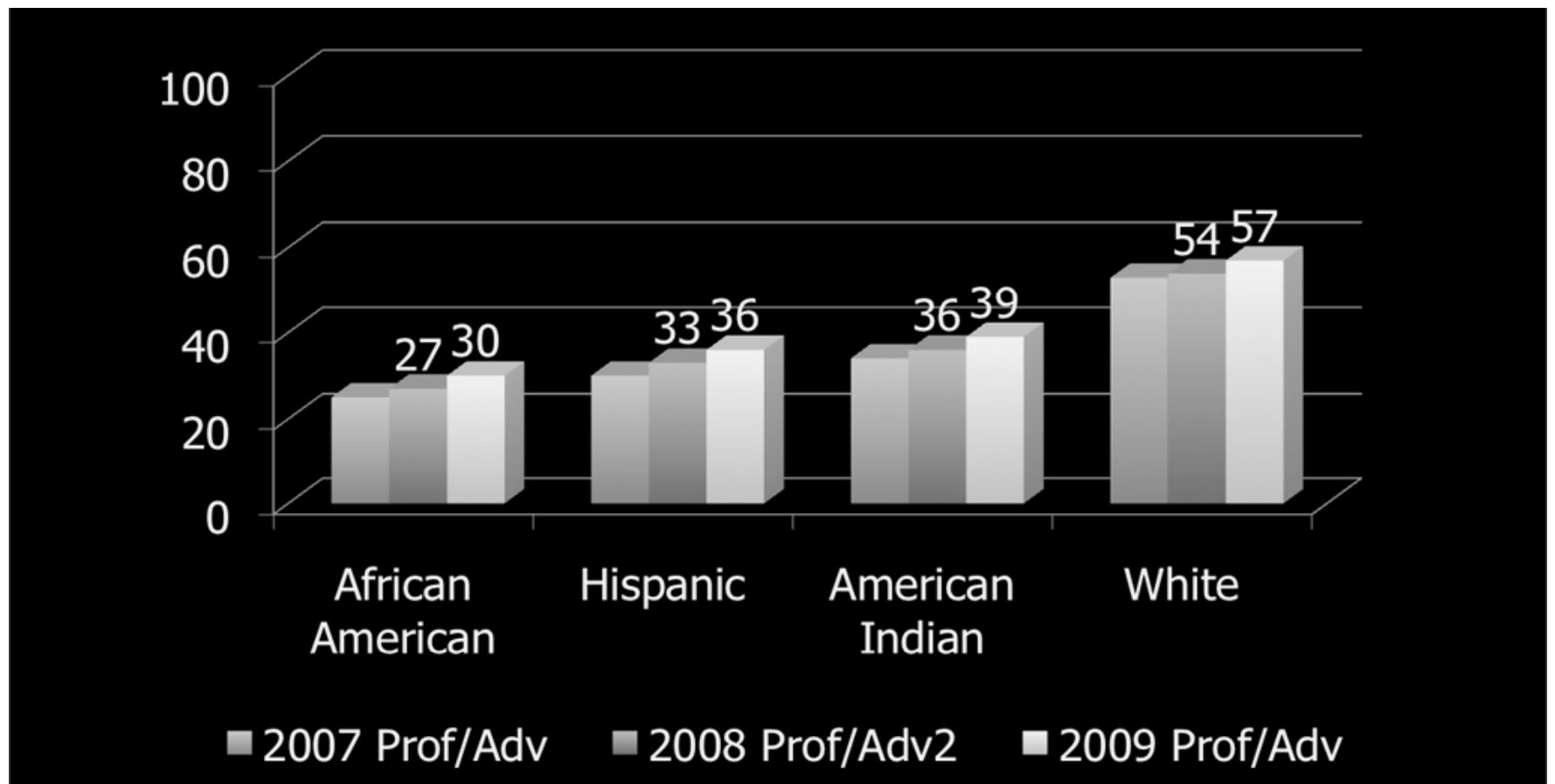Students scoring Proficient or higher on 2007 National Assessment

California Standards Test 2007-2009
Percent of students scoring proficient or advanced in English Language Arts
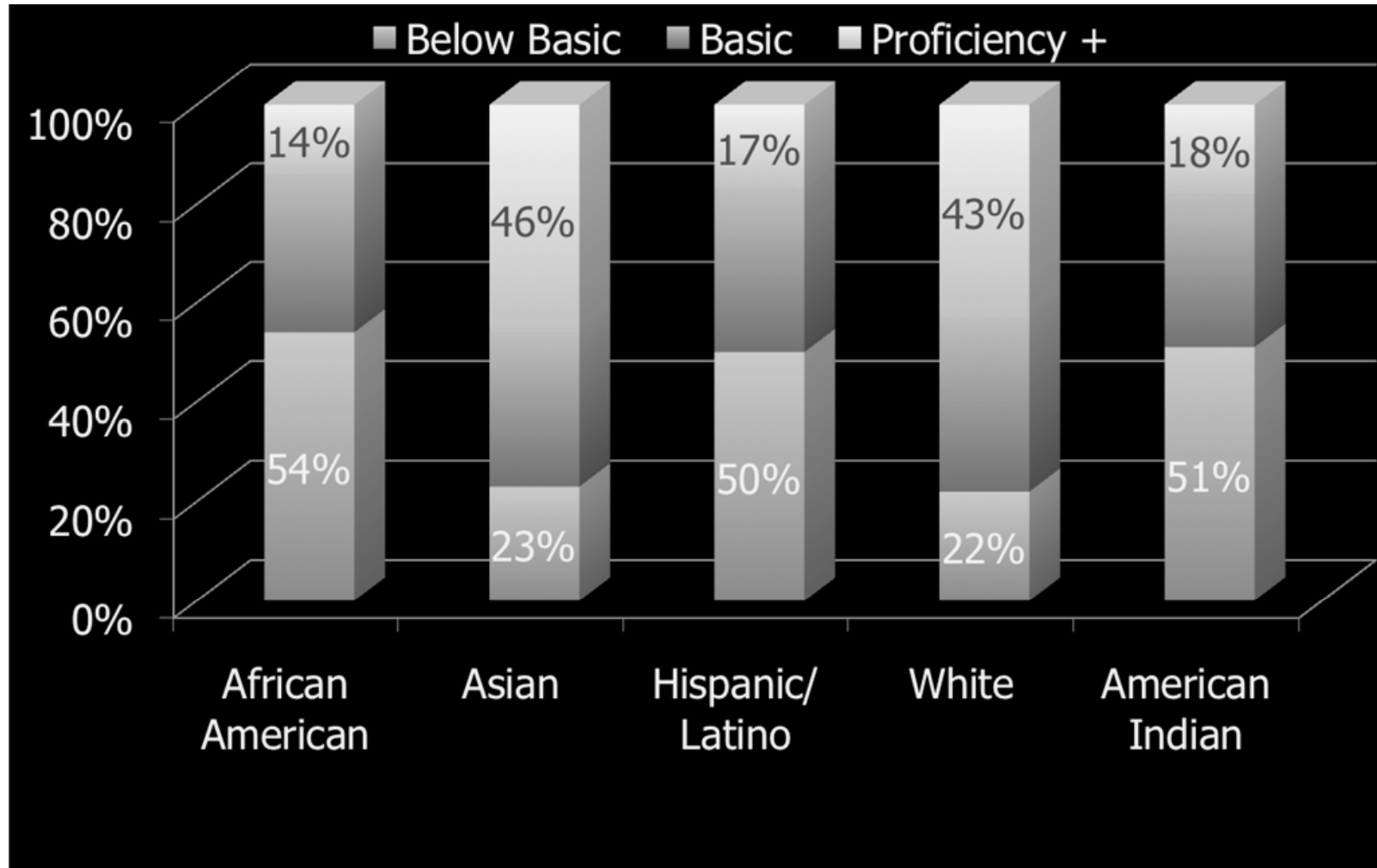
California Standards Test 2007-2009

Percent of students scoring proficient or advanced in Mathematics

2007 NAEP Grade 4 Reading by Race/Ethnicity, Nation

Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/

Need Remedial Courses

- 14% of 18- and 19-year-old high school graduates who enrolled in a California community college in fall 2007 took a credit or noncredit basic skills course in English and

- 13% took a credit or noncredit basic skills course in mathematics

Why are our Reforms Failing?

- No Child Left Behind
- Title I
- Bilingual Education

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

Source: G. Gay

Findings: Diamond, Randolph & Spillane, 2004

- Teacher's beliefs about students were patterned by the race and social class composition of the student population
- When students were majority low income and African American, teachers held more deficit oriented beliefs about them
- Teachers beliefs about students and their sense of responsibility for student learning are deeply coupled

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

Unless we know why students are failing, it is clearly impossible to rationally plan instruction that will reverse the pattern of school failure

Jim Cummins (1989)

Statement of the Problem

- The gap in achievement for students of color is wide in part because these students' learning encounters with teachers are insufficiently aligned with their core cultural referents.

Factors that Influence Academic Achievement

- Language Variation
- Status in Society
- Educator Attitudes (deficit perspectives)
- Cultural Diversity

Language Variation in SELs

Basic Premise

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

The Development of Language in Children

Language in Communicative Context —

PRAGMATICS

The level of language as it functions and is used in a social context.

Language as a Meaning System —

SEMANTICS

The level of meaning of individual words and of word relationships in messages

Language as a Structured Rule-Governed System

SYNTAX

The level of combination of words into acceptable phrases, clauses, and sentences

MORPHOLOGY

The level of combination of sounds into basic units of meaning (morphemes)

PHONOLOGY

The level of combination of features of sounds into significant speech sounds

# Who are Standard English Learners?

African American, American Indian, Hawaiian American, and Mexican American Students for whom Standard English is not native and who are among those students experiencing the most difficulty in American schools
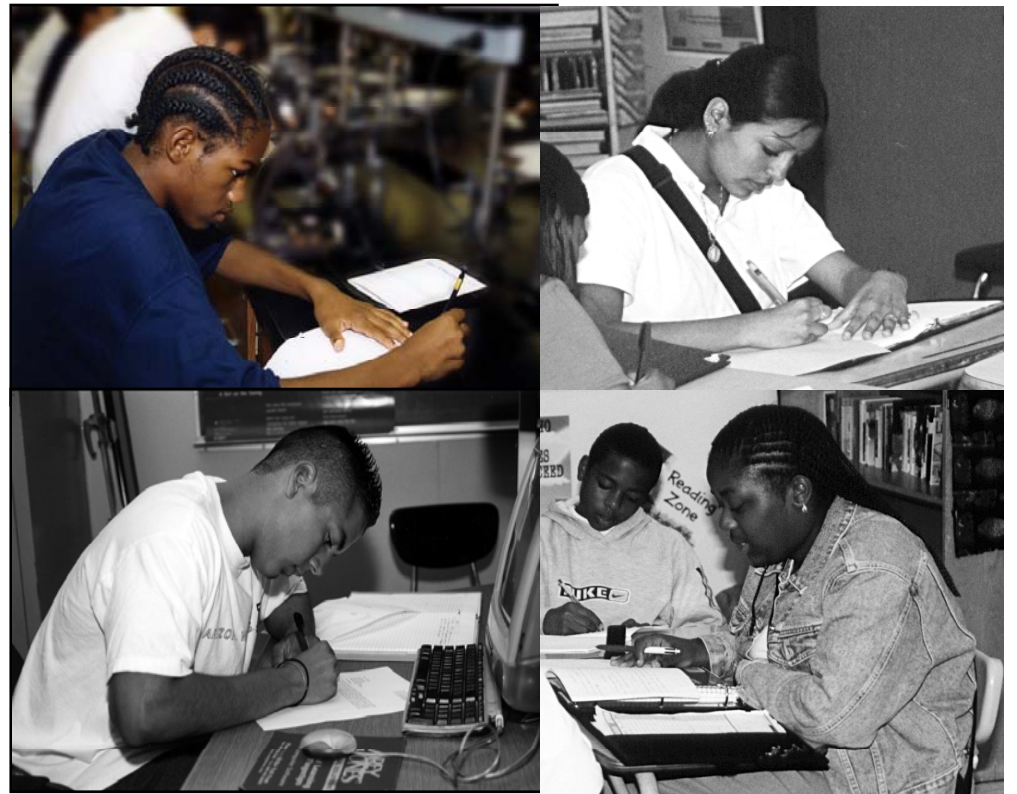
Standard English Learners

SELs as a group are perhaps the most overlooked, under-served, and mis-educated language minority population in the history of American Education

Hawaiian American SELs
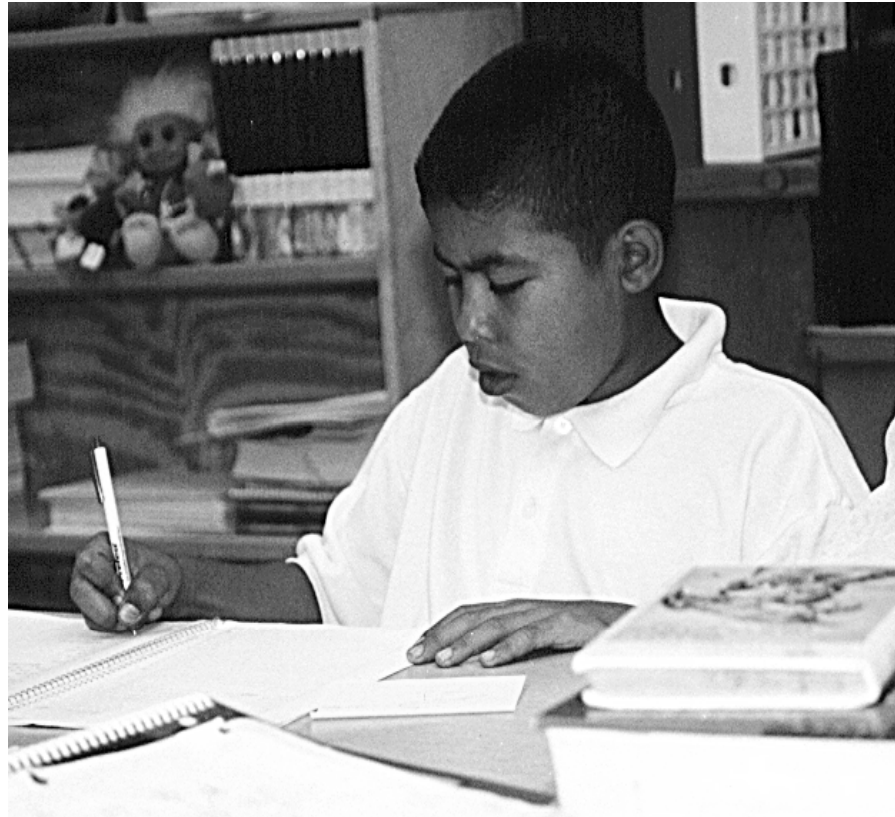
Hawaiian American Language- "Pidgin English"

A distinct language comprised of English vocabulary and Hawaiian, Cantonese, and Portuguese structure but often viewed as "broken English"

Hawaiian Pidgin

- 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
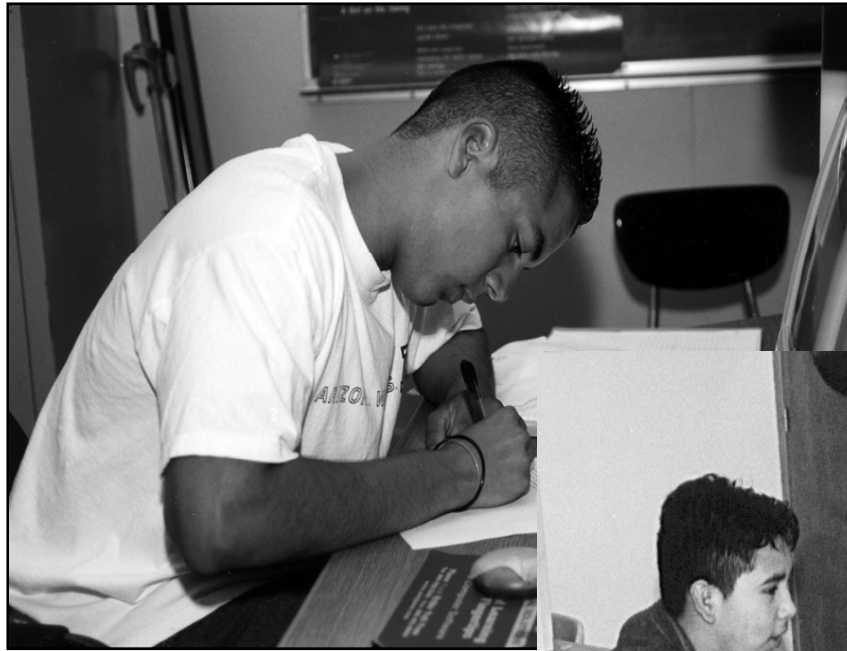
Mexican American Language - "Chicano English"

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

A. Metcalf, 1974

Mexican American SELs

- As late as 1970, in south Texas 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 English

- When a Navajo child spoke the language of his family at school he was punished. Eradication of the American Indian child's identity was an explicit goal of most residential and missionary schools. Children were not allowed to return home except at Christmas and summer and so lost contact with family and the home language and loss their identity and were unable to communicate effectively in English or Navajo.

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"

(Tschantz, 1980, p. 10)

African American SELs

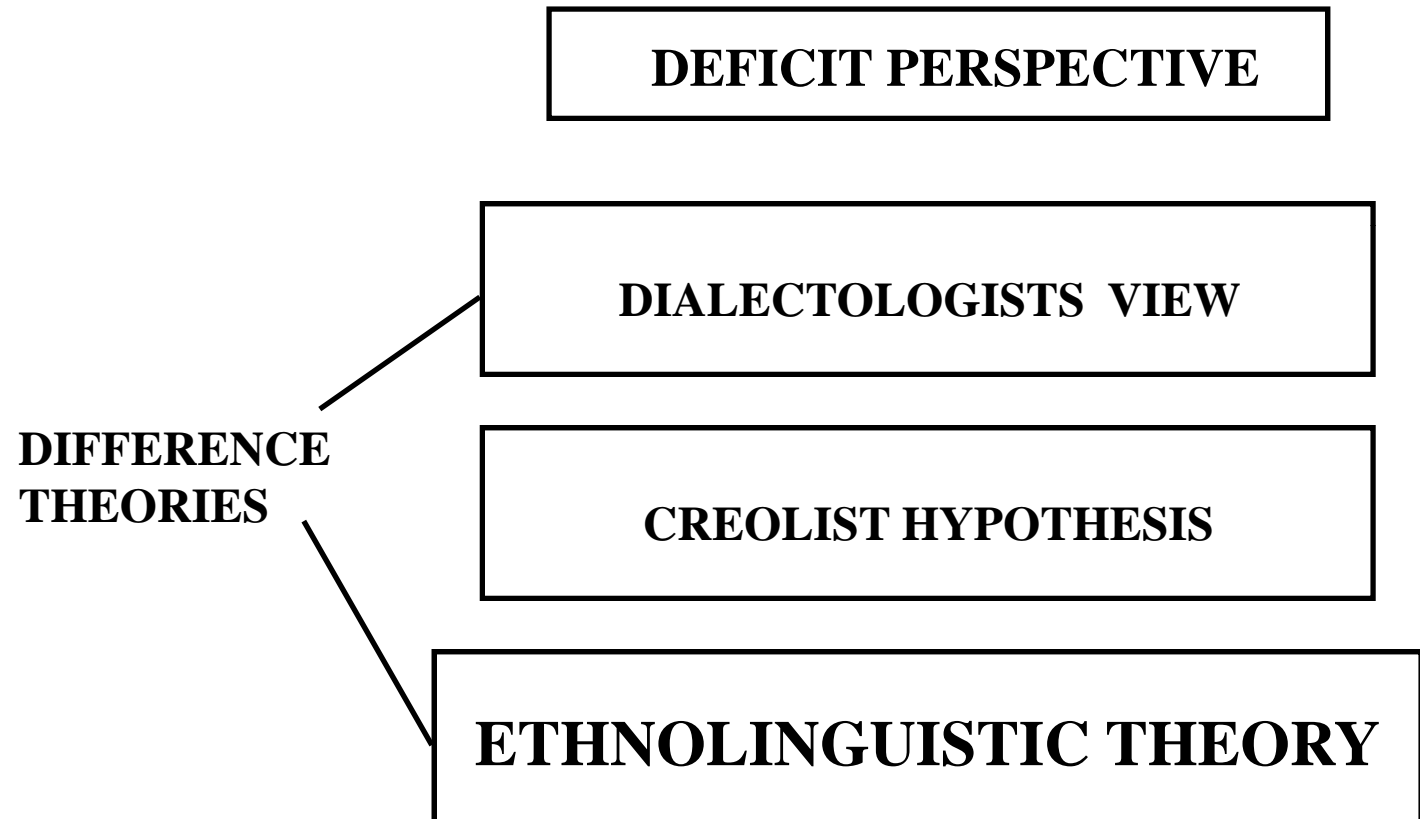# African American Language "Black English"

Defined as the linguistic and paralinguistic features of the language that represents the communicative competence of the United States slave descendants of African origin. This language relexifies English vocabulary into African (Niger-congo) linguistic structure.

Adapted from Williams (1973)

A Closer Look at African American Standard English Learners (SELs)

HISTORICAL DEVELOPMENT OF AFRICAN AMERICAN LANGUAGE

DEFICIT PERSPECTIVE

DIALECTOLOGISTS VIEW

DIFFERENCE THEORIES

CREOLIST HYPOTHESIS

ETHNOLINGUISTIC THEORY

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

Slave Caravans and Forts

- After kidnapping potential slaves, merchants forced them to walk in slave caravans to the European coastal forts, sometimes as far as 1,000 miles.

- For weeks, months, sometimes as long as a year, Africans waited in the dungeons of the slave factories scattered along Africa's western coast.
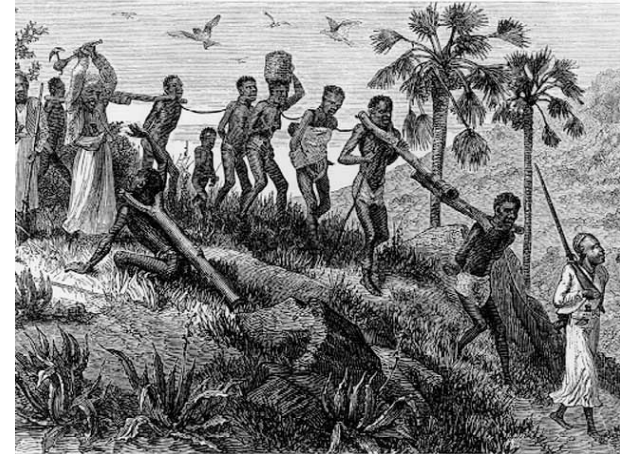
Interior of a Slave Ship

- Hundreds of Africans could be held within a slave ship. Tightly packed and confined in an area with just barely enough room to sit up, slaves were known to die from a lack of breathable air.

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 other's feces, urine, and, in the case of dysentery, even blood.

Characteristics of Niger-Congo Languages
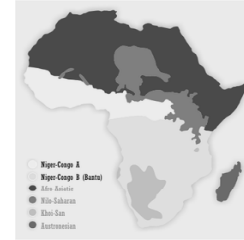
- The Niger-Congo family of languages originated in West Africa but migrated to eastern and southern Africa
- Niger-Congo languages have a clear preference for open syllables of the type CV (Consonant Vowel).
- The typical word structure of proto-Niger-Congo is thought to have been CVCV, a structure still attested in, for example, Bantu, Mande and Ijoid
- The large majority of present-day Niger-Congo languages is tonal. Tones are used partially for meaning but mostly for grammar
- Most of the Niger-Congo languages have prefixes and suffixes to qualify nouns and verbs. Nouns and verbs never exist on their own. U-BABA (my father), U-YIHLO (your father), U-YISE (his father).

WEST AFRICAN (Niger-Congo) LANGUAGES THAT INFLUENCED AAL
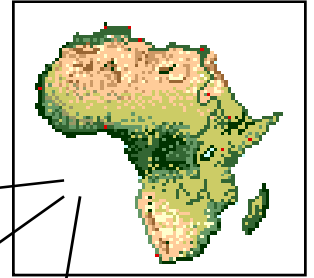
- **Bambara**
- **Ewe**
- **Fanta**
- **Fon**
- **Fula**
- **Hausa**
- **Igbo**
- **Ibibio**

- **Kimbundu**
- **Longo**
- **Mandinka**
- **Mende**
- **Twi**
- **Umbundu**
- **Wolof**
- **Yoruba**

CHARACTERISTIC PHONOLOGICAL FEATURES OF AFRICAN AMERICAN LANGUAGE

PHONOLOGICAL VARIABLE	MAINSTREAM AMERICAN ENGLISH	AFRICAN AMERICAN LANGUAGE
CONSONANT CLUSTER	DE**SK**, TE**ST**, CO**LD**	*DES, TES, COL*
/TH / SOUND	**TH**IS, **TH**IN, MOU**TH**	*DIS, TIN, MOU**F***
/ R / SOUND	SISTE**R**, CA**R**OL	*SISTA, CA'OL*
STRESS PATTERNS	PO **LICE'**, HO **TEL'**	***PO'**LICE, **HO'**TEL*
/ L / SOUND	A**L**WAYS, MI**LL**ION	*A'WAYS, MI'ION*

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*

Third Person Singular

Mainstream American English: Irregular Third Person
Singular   Plural

I swim   we swim

you swim   you swim

(he swims)   they swim

African American Language: Regular Third Person

Singular   Plural

I swim   we swim

you swim   you swim

(he swim)   they swim

Past Tense Copula Verbs

Mainstream American English: Irregular Past Tense

Singular	**Plural**
I was	we were
you were	you were
he was	they were

African American Language: Regular Past Tense

Singular	**Plural**
I was	we was
you was	you was
he was	they was

Reflexive Pronoun

Mainstream American English:
<u>Irregular</u> Reflexive Pronoun

Possessive	**Objective**	**Reflexive**
• My	• Me	• Myself
• Your	• You	• Yourself
• His	• Him	• Himself
• Her	• Her	• Herself
• Its	• It	• Itself
• Our	• Us	• Ourselves
• Their	• Them	• Themselves

Reflexive Pronoun

African American Language:
<u>Regular</u> reflexive pronoun

Possessive	**Objective**	**Reflexive**
• My	• Me	• Myself
• Your	• You	• Yourself
• His	• Him	• <u>Hisself</u>
• Her	• Her	• Herself
• Its	• It	• Itself
• Our	• Us	• <u>Ourself</u>
• Their	• Them	• <u>Theirself</u>

Written Language Sample:
Middle School African American Student

Jonny is a hero

- Johnny was iniallgent. He was iniallgent 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.

Written Language Sample
High School Mexican American 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? Because it makes me feel like they been through this already a thousand times and don't want to go through it again.

SOURCE: M. Montonyo-Harmon

Minority students are disempowered educationally as their identities are devalued in the classroom.

Cummins (1989)

Teacher Attitude and Classroom Practice

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

Stubbs (2002)

Teachers' attitudes directly influence their classroom behavior

Perceptions of Intelligence in AAL Speakers
Guskin Study

- 16% 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*

African American **White American**

N=38

30
25
20
15
10
5
0

46%

6%

Above Average   Average   Slightly Retarded
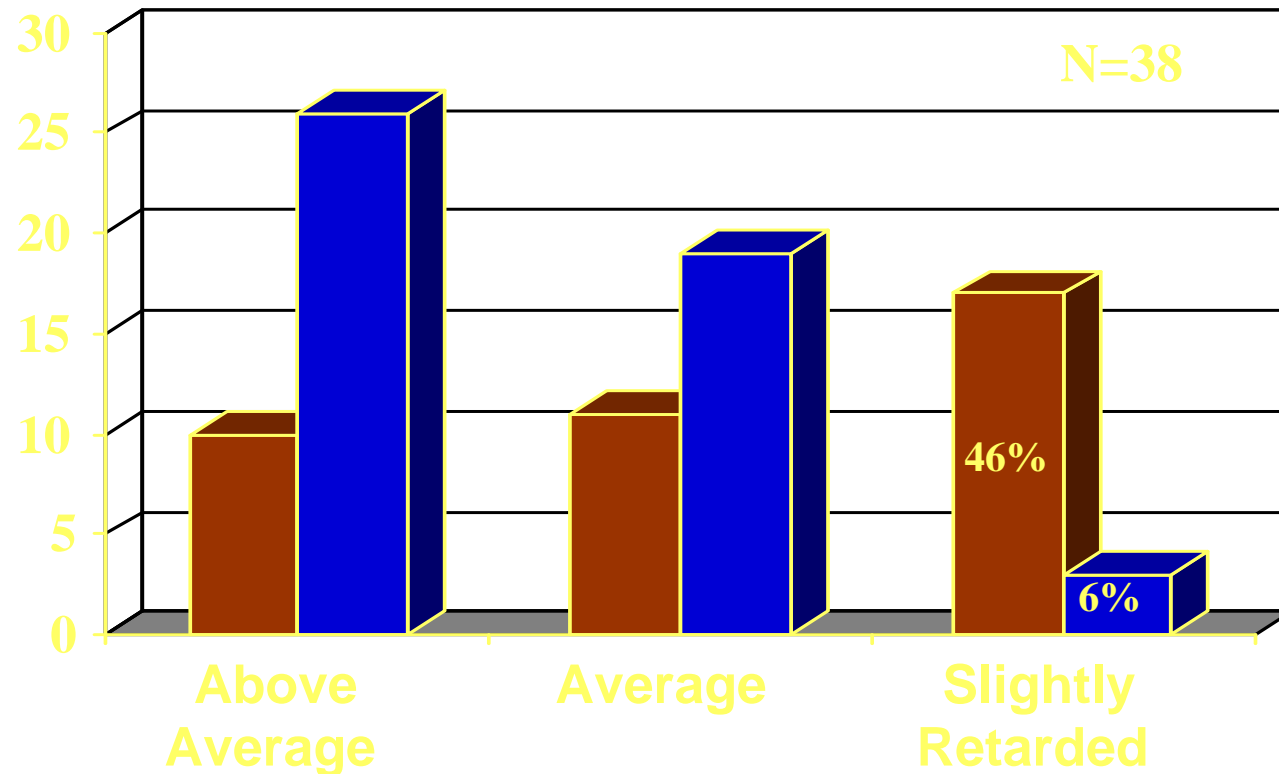
Perceived Ability

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

African American **White American**

30%

7%

Drop Out of HS   **Graduate from HS**   **Some College/Graduate**

Level of attainment
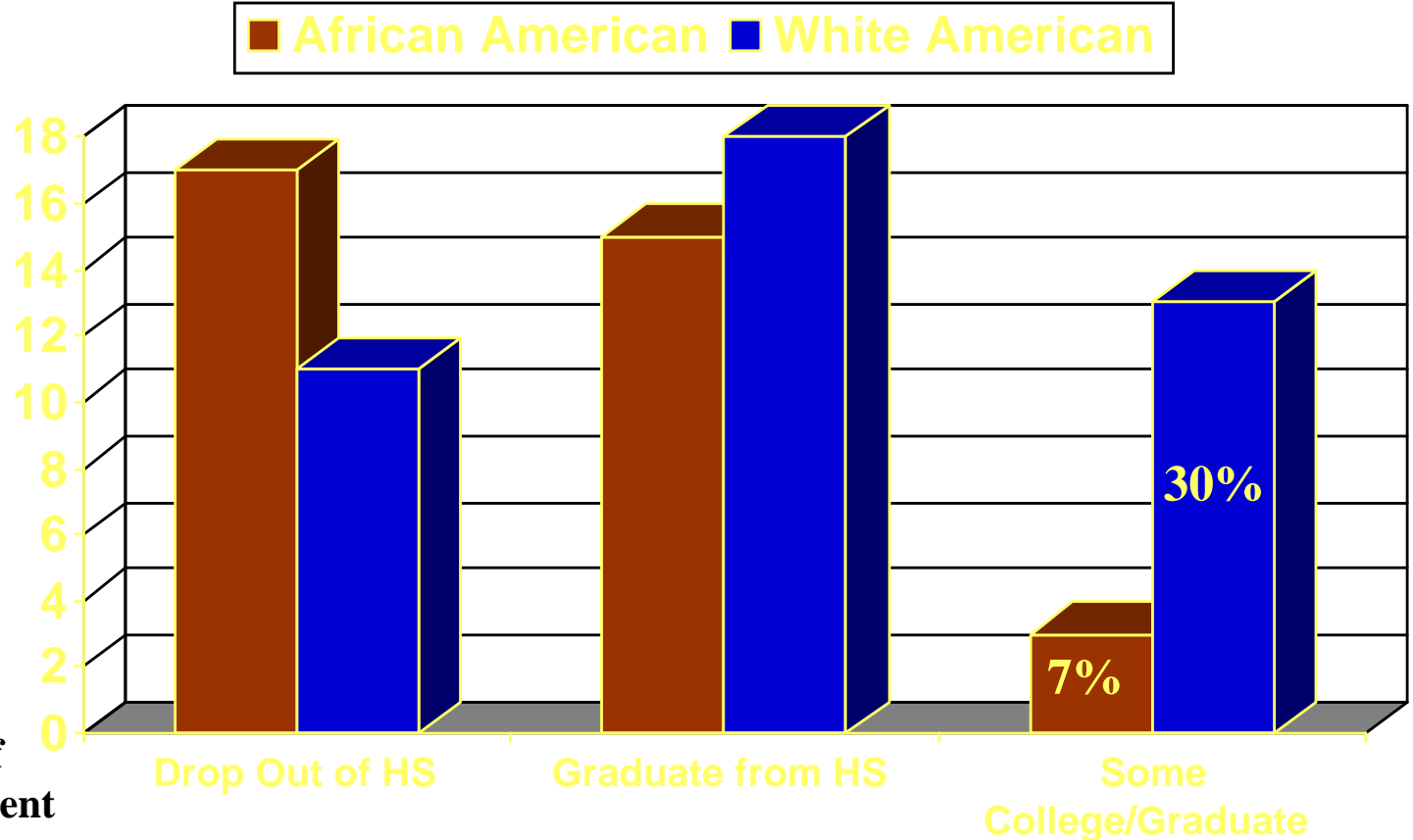
Standard English Learners

Status In Society

Ogbu's Theory of Cultural Ecology

Negative Stigmas Surrounding SELs

- The cultures of SELs are not viewed as a useful rubric for addressing their language/learning needs.
  - Their cultures are deligitimized in the classroom
  - Schools treat the language, prior knowledge, and values as aberrant
  - Teachers often presume that their job is to rid SELs of any vestiges of their own culture.
  - SELs have been told systematically and consistently that they are inferior and incapable of high academic achievement.
  - SELs are often taught by teachers who would rather not teach them and have low expectations for their success

What the Research Says…

- Teacher's perceptions of low income and students' of color academic capacity 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.

Diamond, Randolph & Spillane, 2004

VI. LEGAL FOUNDATIONS and CONSIDERATIONS

- Ann Arbor Decision - The King Case
  - A landmark decision addressing language variation and literacy acquisition in African American SELs

The King Case
Judges Concluding Opinion

- The failure of the defendant Board (Ann Arbor School Board) to provide leadership and help for its teachers in learning about the existence of "black English" as a home and community language of many black students and to suggest to those same teachers ways and means of using that knowledge… in connection with reading standard English is not rational in light of existing knowledge of the subject. (p. 40)

The King Case, 1979
concluding opinion continue...

- An additional cause of the failure to learn to read is the barrier caused by the failure of the teachers to take into account the "black English" home language of the children in trying to help them switch to reading standard English. When that occurs, the research indicates that some children will turn off and will not learn to read. (p.32)

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.

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. <u>As linguists we are unanimous in condemning this view as bad observation, bad theory, and bad practice.</u>
- 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."

Transforming Perceptions Moving SELs Toward Academic & Career Success

Facilitate shifts in Educator Attitude toward non-standard languages.

Facilitate shifts in language instruction strategies.

Deficit $\Longrightarrow$ Difference

Corrective $\Longrightarrow$ Second-language acquisition

Cognitive $\Longrightarrow$ Linguistic

Eradication $\Longrightarrow$ Additive

Part II
Culturally Responsive Teaching

- Powerful Pedagogy for Advancing Learning in African American and other underperforming students

Teacher Expectation and Responsibility for Student Learning

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

Non-Productive Policies, Practices and Behaviors

- Cultural Destructiveness -See the difference, stamp it out-The elimination of other people's cultures

- Cultural Incapacity -See the difference, make it wrong- Belief in the superiority of one's culture and behavior that disempowers another's culture

- Cultural Blindness -See the difference, act like you don't Acting as if the cultural differences you see do not matter

- Cultural Precompetence -See the difference, respond inadequately-Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups

Source: Lindsey, Robbins & Terrell

Healthy Policies, Practices and Behaviors

- Cultural Competence- See the difference, and understand the difference that difference makes
- Cultural Proficiency- See the difference, and respond positively and affirmingly
- Cultural Responsiveness- Adjust how we teach to the needs and experiences of students
- Culturally Responsive Pedagogy- Center instruction in multiethnic cultural frames of reference - encompasses curriculum, content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.

Source: Lindsey, Robbins & Terrell

Culturally Responsive Teaching

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. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

- "… 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

Culture is to Humans
As Water is to Fish

Wade Nobles

The Cultures of Schools and Different Ethnic Groups Often are not Compatible

When this is so, we have an obligation to improve the congruence between them in order to promote for all students access to rigorous standards-based curricula.

PURPOSE OF CULTURALLY RESPONSIVE TEACHING

To maximize learning for students who are traditionally failed by the American educational system.

Villegas (1991)

Culturally Relevant and Responsive Teaching

PRINCIPLE I

- **Learning is optimized when students are able to make connections between what they already know and what they are expected to learn.**
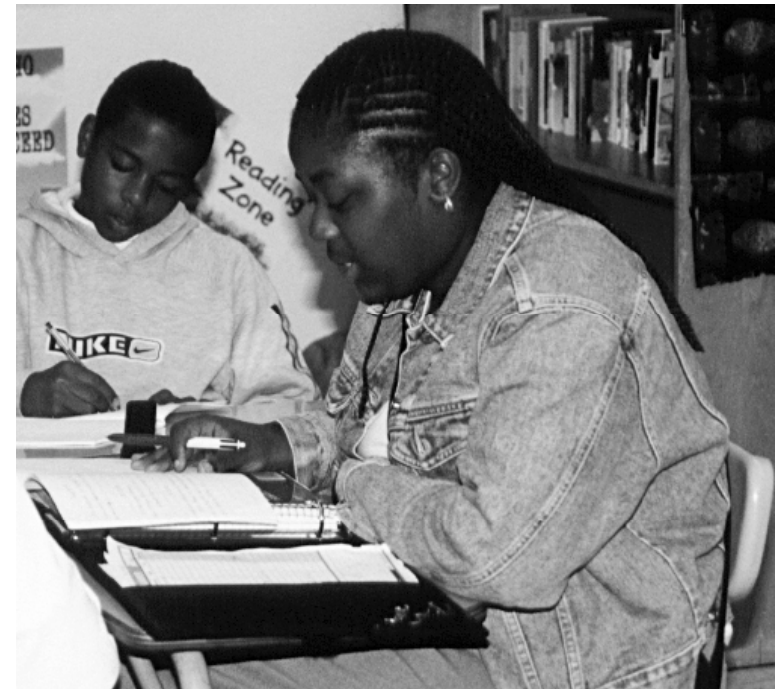
Source: Carol Lee

PRINCIPLE 2

- **The meaning or significance that learners impose on experience shapes how and whether knowledge is stored in long term memory**
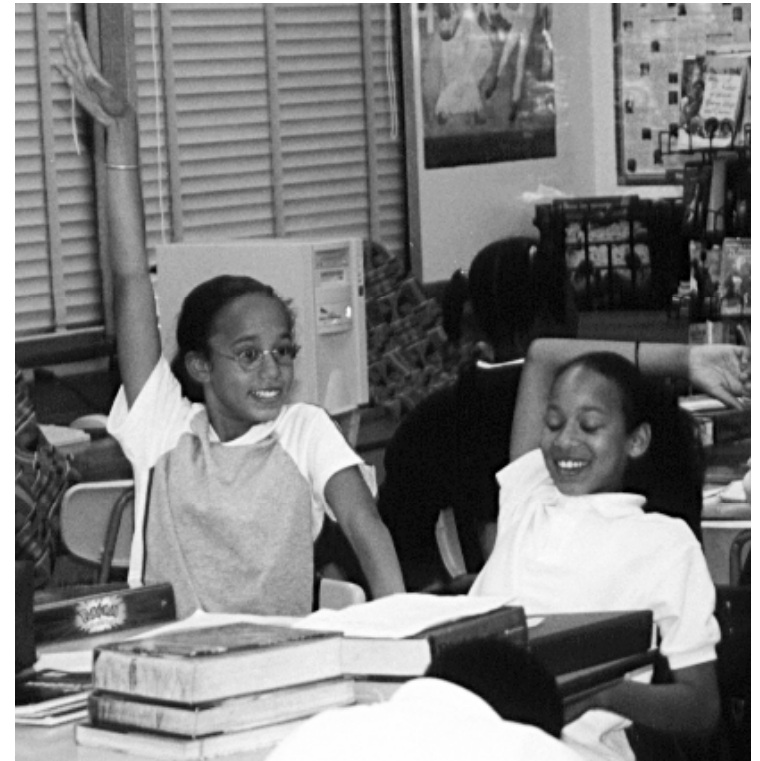
...lturally Relevant and Responsive Teaching

PRINCIPLE 3

- **Learners can demonstrate competence in non-traditional ways**

CULTURAL LEARNING STYLES

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

LEARNING STYLES

"Characteristic cognitive, affective,
and physiological behaviors that serve
as relatively stable indicators of how
learners perceive, interact, and
respond to the learning environment."

O'Neil

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.

Learning Styles Valued by Traditional School Culture	Learning Styles of Standard English Learners
▪ Standardized and rule driven	▪ Variation accepting & improvising
▪ Deductive, controlled, egocentric	▪ Inductive, expressive, sociocentric
▪ Low movement expressive context	▪ High movement expressive context
▪ View environment in isolated parts	▪ View environment as a whole
▪ Precise concepts of space, number, time	▪ Approximate concepts of space number and time
▪ Respond to object stimulus	▪ Respond to people/social stimulus
▪ Dominant communication is verbal	▪ Communication is non-verbal as well as verbal responds to collaborative effort
▪ Emphasis on independent work	

Source: Asa Hilliard

What Happens to Students When their Culture is Rejected or Not Recognized by Schools?

- Miscommunication
- Confrontations between the student, the teacher, and the home
- Hostility
- Alienation
- Diminished self esteem
- School failure

(source: Irvine 1990)

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

PART III: Instructional Strategies That Advance Learning In Underachieving Students

How do we do this work?

Instructional Support for Underperforming Students

- Culturally and Linguistically Responsive Strategies that support Underperforming Students
  - Contrastive Analysis
  - Development of Academic Vocabulary
    - Personal thesaurus of conceptually coded words
  - Culturally Relevant Classroom Library
  - Cooperative Learning Strategies
  - Graphic Organizers
  - Instructional Dialogue/Conversations

STRATEGY 1: Contrastive Analysis

- Facilitating The Acquisition of Academic Language

Carter G. Woodson On AAL

- Carter G. Woodson in 1932, 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).

Contrastive Analysis

- The systematic study of a pair of languages with a view to identifying their structural differences and similarities.

- Builds linguistic competence and metalinguistic awareness

Metalinguistic Awareness

The conscious awareness and manipulation of the rules of language (awareness of morphology & syntax)

Contrastive Analysis

- Systematic Use of Contrastive Analysis
  - Affirms, and accommodates the students' home language & culture
  - Facilitates linguistic competence in SE
    - Supports Written Language Development in SE
    - Supports Oral language acquisition in SE
    - Facilitates cross cultural communication competence
  - Increases Metalinguistic awareness

Mainstream English Language Development

- MELD-The use of standard English for educational, and career purposes (acquiring listening, speaking, reading & writing skills in SE)
- Implies competence in SE at levels of:
  - Phonology
    - Analysis of contrastive phonemes
  - Grammar
    - Feature analysis of morphosyntatic categories
    - Analysis of phonemes having grammatical meaning
    - Analysis of word order
  - Lexicon
    - Analysis of lexical relations
  - Pragmatics (communication behaviors)

Focus On Structure

- Students are given opportunities to listen to, contrast, and practice patterns of standard English with their indigenous language through:
  - Lessons that address specific features:
    - Phonetic
    - Lexical
    - Grammatical
  - Opportunities to use the targeted structures in various communication activities
    - Choral reading
    - Listening to various forms of literature
    - Conversations and discussions with SE speakers
    - Readers theater

Focus on Function: Situational Appropriateness

- Students take into account the intent of their messages for various audiences & purposes
  - Students should be able to determine the type of communication behavior most appropriate to a given situation or audience
  - Students should be given an opportunity to decide prior to a given activity, the type of communication behaviors that would be most appropriate
  - Students should have opportunities to role play commonly encountered situations and relate these situations to acceptable language usage

Focus On Thought

- Lessons that address the underlying cognitive elements of language and communication
  - Focus on
    - Communication intent, What the speaker is trying to tell the audience
    - Classroom activities that provide maximum opportunities for
    - students to communicate with each other as partners or in small groups
    - Teacher emphasis on facilitating student interaction
      - Questioning
      - Knowledge and experience sharing
    - A risk-free learning environment
    - Expansion of students' fund of information through the integration of their own ideas with those from literature, etc.

Strategies for Engaging In CONTRASTIVE ANALYSIS

- Linguistic Contrastive analysis
- Contextual Contrastive analysis
- Situational Contrastive analysis
- Elicited Contrastive analysis

Linguistic Contrastive Analysis

- Using literature, poetry, songs, plays, student elicited sentences, or prepared story scripts which incorporate examples of specific SAE and AAL or SAE and CE form contrasts, the student performs contrastive analysis translations to determine the underlying rules that distinguish the two language forms.

Contextual Contrastive Analysis

- The student reads or is told a story that is heavily embedded with the target form (standard English) and is then required to tell the story. The student's story retelling is taped and compared and contrasted with the language of the text.

Situational Contrastive Analysis

- Students contrast and analyze the mainstream and non-mainstream versions of targeted language forms with an emphasis on situational appropriateness, i.e., communication, environment, audience, purpose, and function.

Elicited Contrastive Analysis

- The teacher elicits spontaneous verbalizations/responses from students about material read or presented and creates teachable moments for conducting contrastive analysis of AAL and SAE or MxAL and SAE.

VIDEO: Contrastive Analysis

Contrastive Analysis vs Traditional English Department Techniques

Contrastive Analysis

Traditional Techniques

8.5 %

- 59%
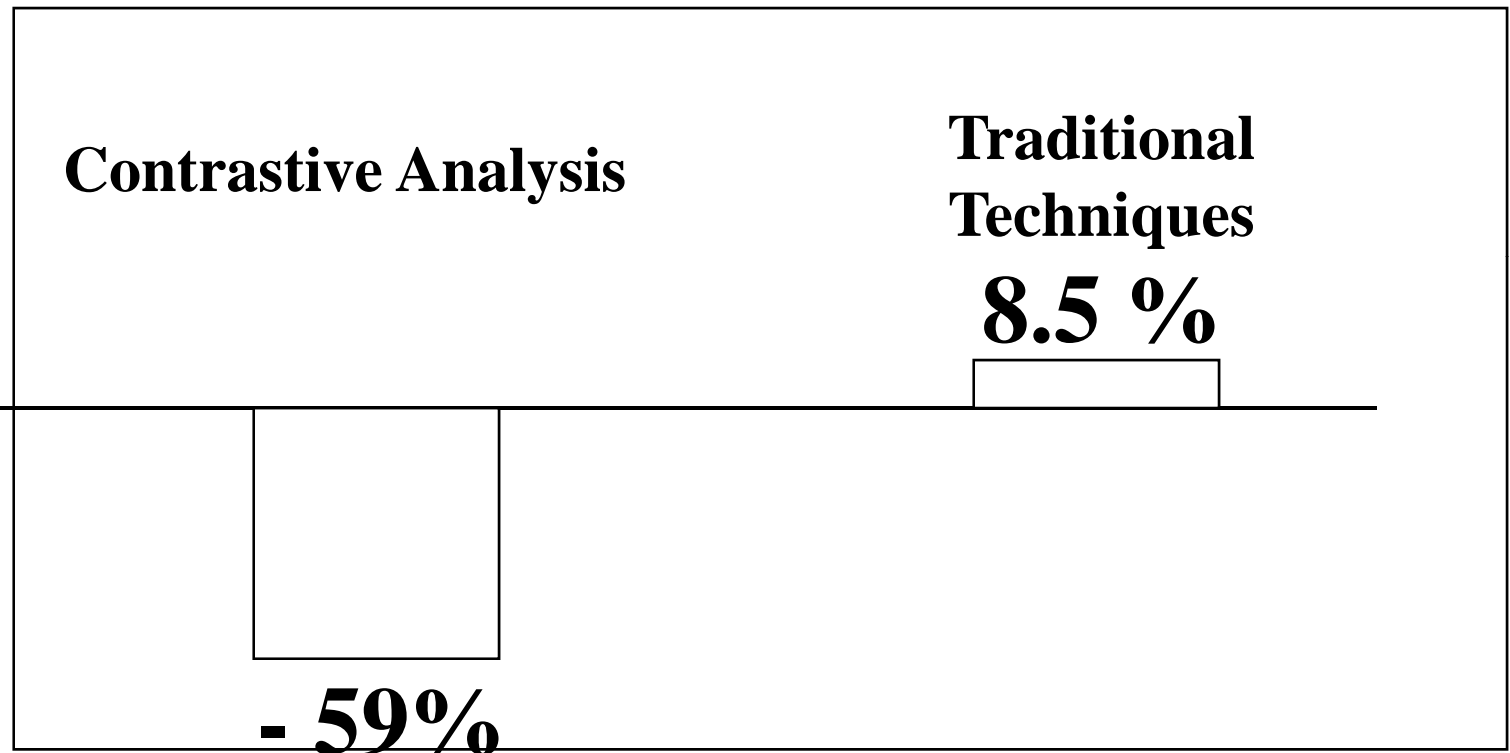
Source: H. Taylor. 1991.
"Standard English, Black English, Bidialectalism"

Developing Academic Vocabulary

STRATEGY II

The Personal
Thesaurus of
Conceptually
Coded Words
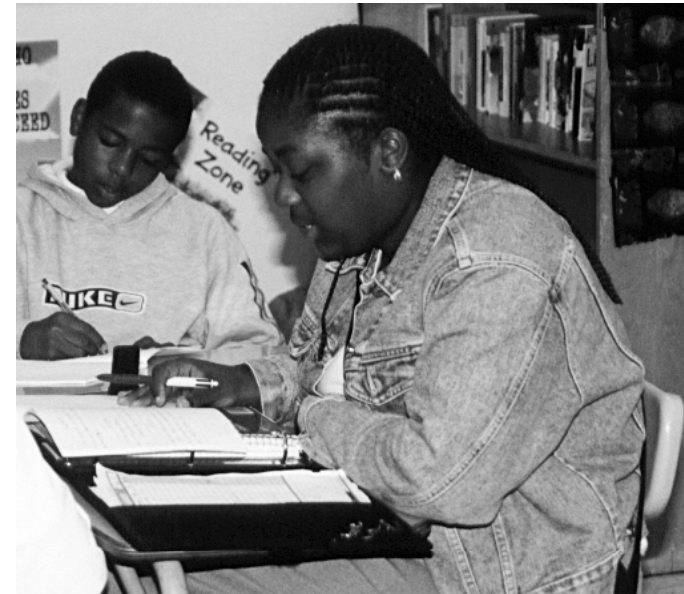
CRRE PRINCIPLE:
Principles that are responsive to the needs of students

PRINCIPLE #2

- **The meaning or significance that learners impose on experience shapes how and whether knowledge is stored in long term memory**

THE PERSONAL THESAURUS
Building Academic Vocabulary

T

Tattletale

instigator

inciter

provocateur

THE PERSONAL THESAURUS
Building Academic Vocabulary

H

hatin'	hating	
jealous	abhorring	
envious	detesting	
invidious	loathing	
(Maliciously grudging another's advantages)		
	esteeming	
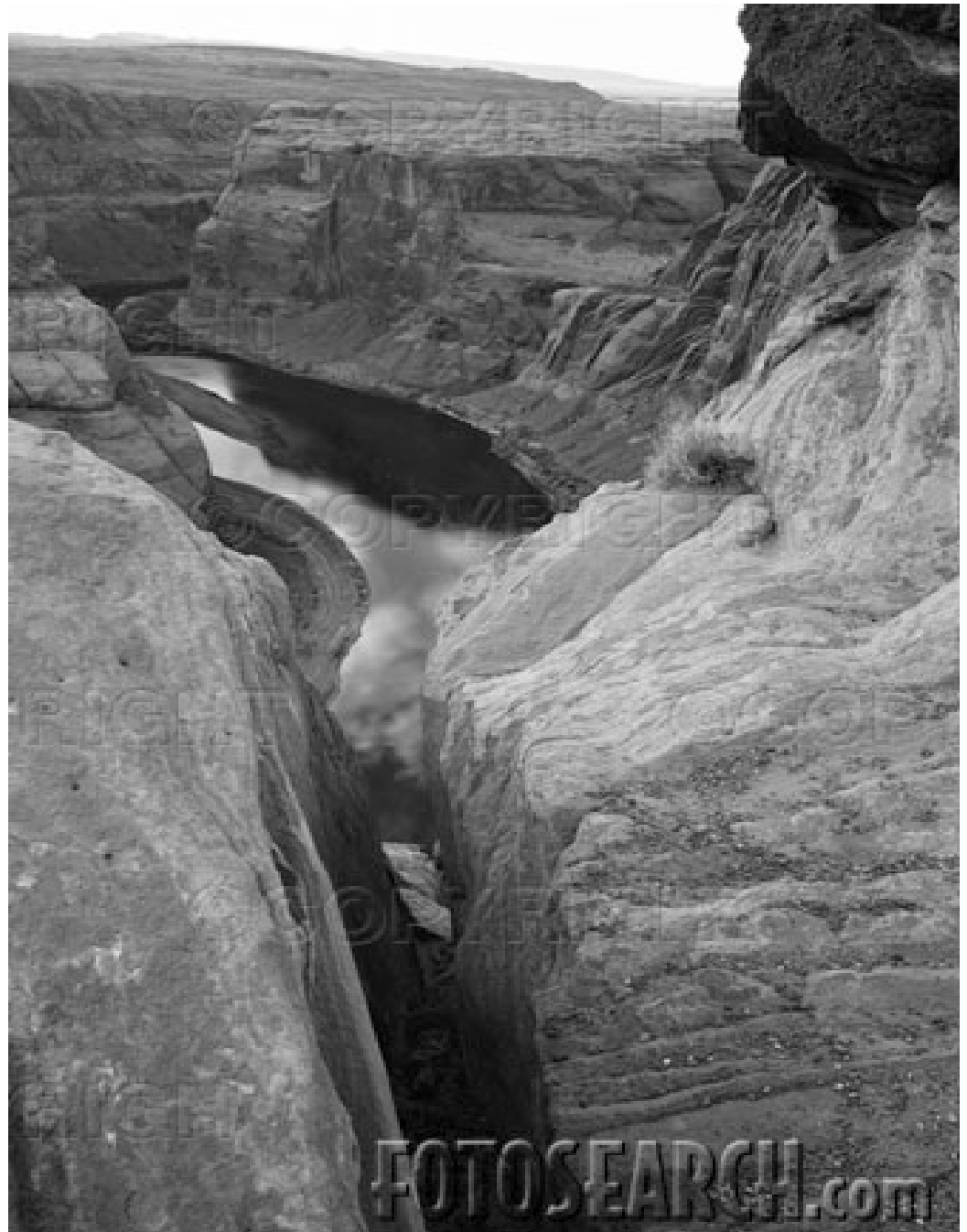
PHOTO

PHOTO

THE PERSONAL THESAURUS
Building Academic Vocabulary

B

Break		
chasm		
ravine		
abysm		
abyss		

STRATEGY III
Culturally Relevant Classroom Library

Home Language and Literacy Practices of AA SELs

- Being read to is often not a part of the SELs early literacy experiences
- Storytelling may be part of SELs early literacy experiences
- Narrative discourse patterns do not match school discourse patterns
- Phonological sound pool may differ from the sounds of school phonics

The research documents that authentic literature in the classroom, time for reading, and opportunities to be read to enhance reading and writing skills.

Increased Reading Equals Improved Literacy Development

- In 38 of 40 studies, students using FVR did as well as or better in reading comprehension tests that students given traditional skill-based reading instruction
- Students who read more do better on tests of
  - Reading comprehension
 - Vocabulary
  - Writing
  - Grammar

Krashen, 1993

Cognitive and Linguistic Benefits Derived from Interactions With Literature

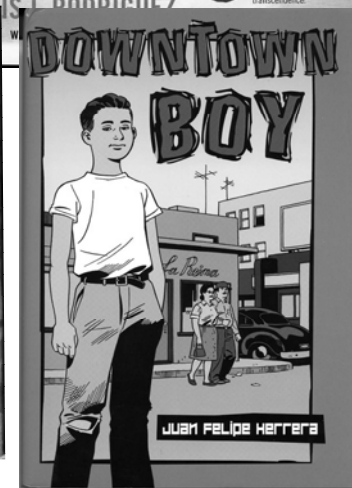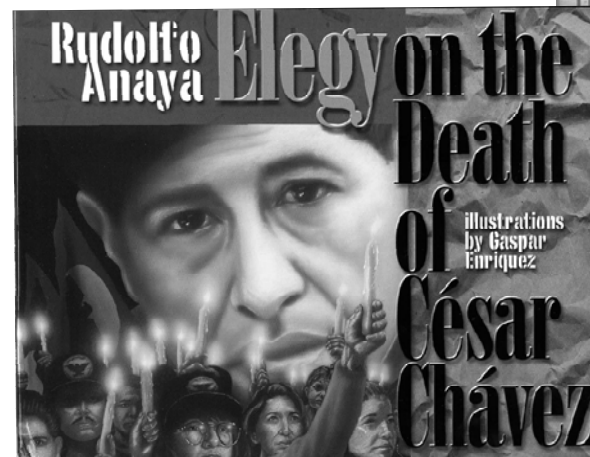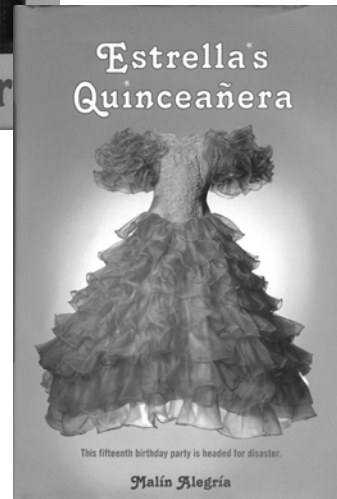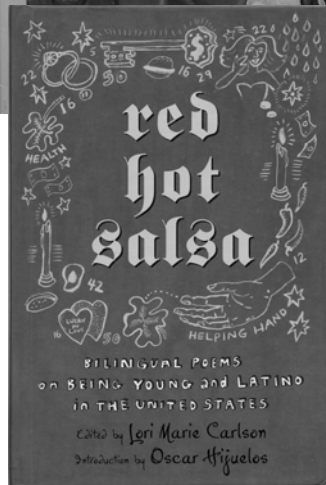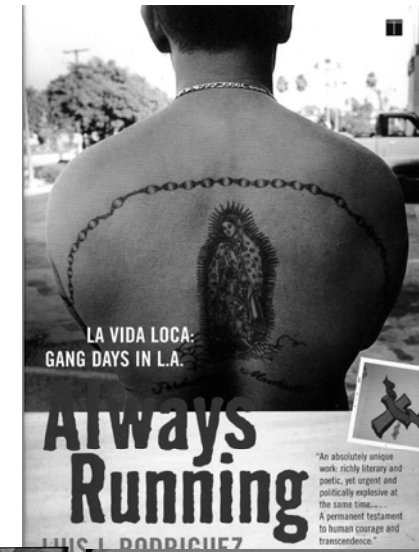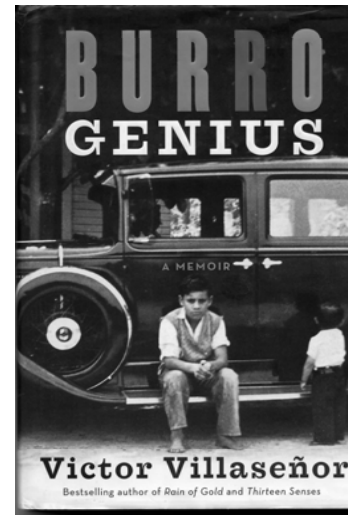- Enhanced critical thinking skills
- Enjoyment of the creative uses of language and art
- Exposure to a variety of linguistic models
- Increased knowledge about oneself and the world
- Models for solving conflict or problems

Harris (1993)

AFRICAN AMERICAN CULTURALLY RELEVANT LITERATURE TITLES
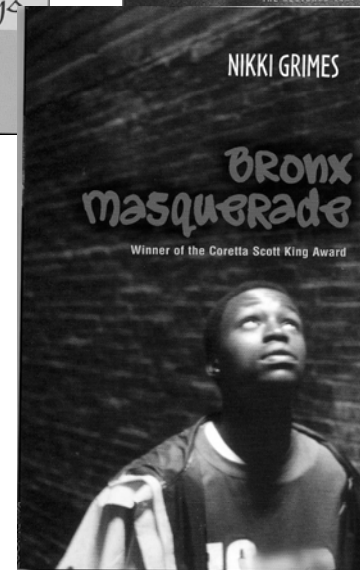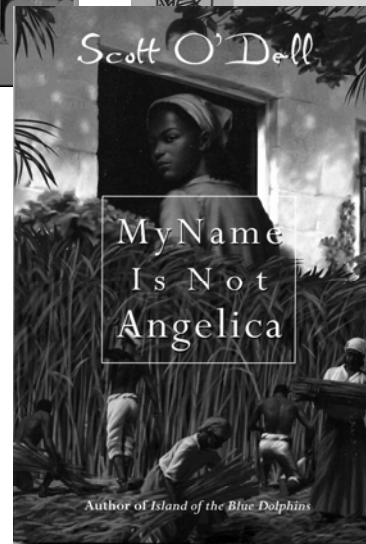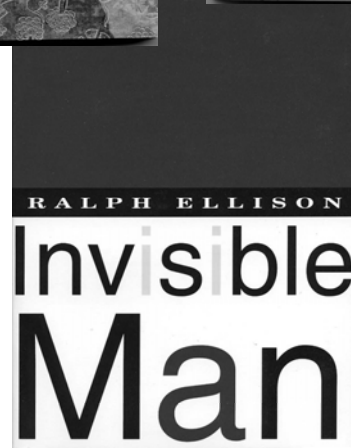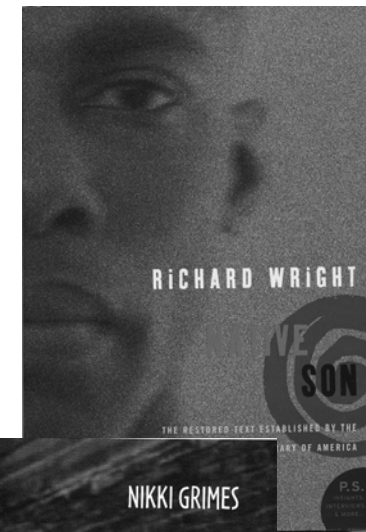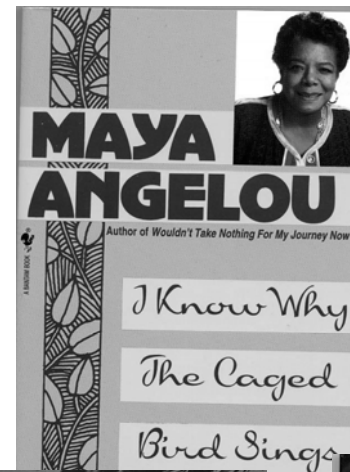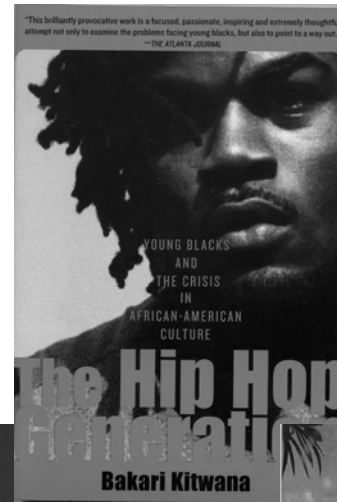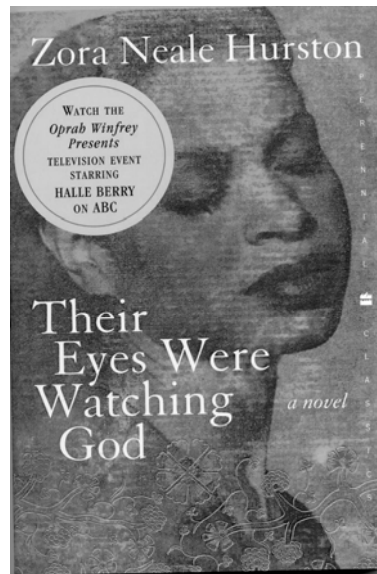
MEXICAN AMERICAN CULTURALLY RELEVANT LITERATURE TITLES
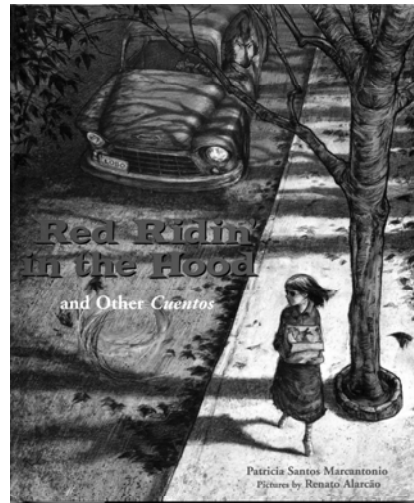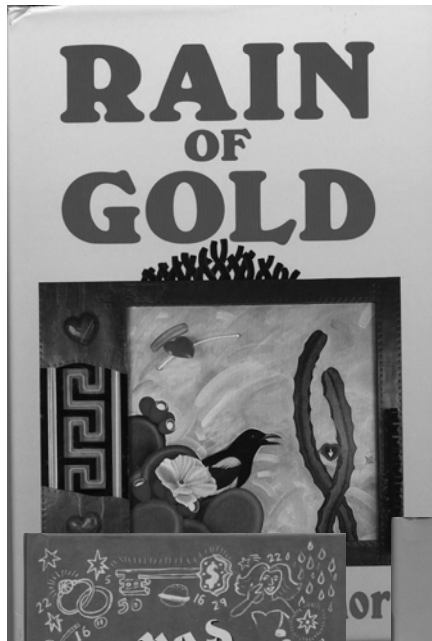
STRATEGY IV
Cooperative Learning

Research results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.

WADE BOYKIN RESEARCH
HOWARD UNIVERSITY

LEARNING
ENVIRONMENTS

COOPERATIVE LEARNING

- Thinking skills are promoted when students interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve. Cooperative learning offers many tools for structuring this type of thinking.

- Compared to a whole class format, in cooperative learning, students have more opportunities to talk and to share ideas. This interaction encourages students to restructure their ideas by summarizing, elaborating, defending, and explaining.

- Discussing, creating, and thinking in a group, rather than in a whole class context, can provide a safer, less anxiety-producing context for learning and students feel more free to try out new ideas. And the increased achievement, that cooperative learning can foster, provides students with a stronger knowledge base from which to explore concepts.

Value of Cooperative Learning

- Research strongly supports the advantages of cooperative learning over competition and individualized learning in a wide array of learning tasks.

- Compared to competitive or individual work, cooperation leads to higher group and individual achievement, higher-quality reasoning strategies, more frequent transfer of these from the group to individual members, more metacognition, and more new ideas and solutions to problems.

- In addition, students working in cooperative groups tend to be more intrinsically motivated, intellectually curious, caring of others, and psychologically healthy.

STRATEGY V
Graphic Organizers

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.
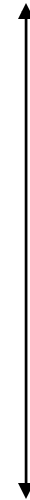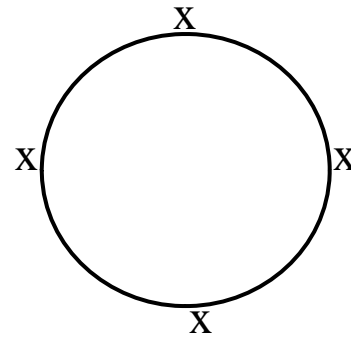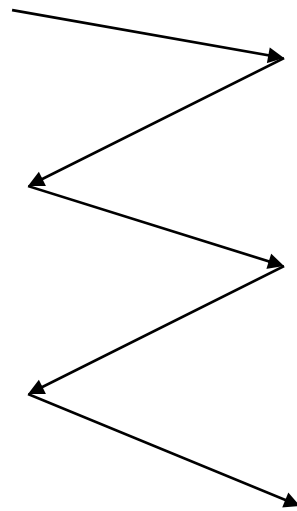
Graphic Organizers

The goal in using graphic organizers is to organize ideas and examine relationships. In doing so, people engage more of their core thinking skills and process information more intensely, improving long term recall.

WHY GRAPHIC ORGANIZERS MATTER

- Kaplan on Narrative Discourse Patterns

Written Language Sample
High School Mexican American 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? Because it makes me feel like they been through this already a thousand times and don't want to go through it again.

SOURCE: M. Montonyo-Harmon

GRAPHIC ORGANIZER

Title

Introduction: What are you going to tell us

Body: Tell us
-
-
-

Conclusion: Tell us what you just told us

GRAPHIC ORGANIZERS

- Sometimes referred to as concept maps, graphic organizers are valuable instructional tools that help English Learners and Standard English Learners understand and construct knowledge and organize information.

- These mind maps promote active learning, develop higher order thinking and can be used to convey complex information in an easy-to-understand manner

GRAPHIC ORGANIZERS

- The advantages of graphic organizers for culturally and linguistically diverse students include:
  - Helps to organize ideas and examine relationships
  - Helps to process information more intensely
  - Improves long term recall
  - Are especially helpful to under-achieving and struggling learners
  - Helps students arrange material in their minds

GRAPHIC ORGANIZERS

- Graphic organizers are especially helpful to average, under-achieving, and struggling learners. The process of reviewing information and organizing it appears to help learners arrange the material in their minds.

- Graphic Organizers' help to make content material comprehensible to English Learners and Standard English Learners. As they generate ideas and develop and note their thoughts visually they are better able to summarize and interpret text.

STRATEGY VI
Instructional Conversations

Increase students engagement in
thoughtful reflective discussion
with teachers and themselves and
promote analysis, reflection, critical
thinking ability and the
construction of knowledge

Culturally Relevant and Responsive Teaching

Source: Carol Lee

PRINCIPLE 4

- Ability is not static or finite, as human beings we build our brains through our engagement with experience.

INSTRUCTIONAL CONVERSATIONS

Researchers such as Tharp, Gallimore, Moll and others have hypothesized that low educational outcomes for language minority students derive, in part, from low-level remedial instruction, often in the form of recitation teaching which is characterized by highly routinized or scripted interaction where the discourse is teacher-dominated. In this type of instruction, Not much attention is paid to students' active, spontaneous, collaborative attempts to construct meaning from text.

INTELLECTUAL CONVERSATIONS

- Socratic Practice
  - Regular practice of the habits of mind and interaction necessary to learn by means of socratic dialogue. Allows students to learn academic material more effectively through the development of habits of thinking and conversing.

- Accountable Talk
  - Classroom talk that is accountable to the learning community, to accurate and appropriate knowledge, to rigorous thinking and that supports learning

- Instructional Conversations
  - Classroom conversations that consider cultural and linguistic diversity and support the development of academic language, and higher order thinking skills.

INSTRUCTIONAL CONVERSATIONS

- Conversations that instruct and stimulate thinking might be particularly important for language minority students, many of whom receive insufficient opportunities for conceptual and linguistic development at school.

- By providing students with opportunities to engage in interactions that promote analysis, reflection, and critical thinking, instructional conversations suggest a way to help redress the imbalance of a curriculum that is heavily weighted toward skills and knowledge acquisition.

Claude Goldenberg, UCLA

Instructional Conversations

- According to Cazden (1988, p. 54), instructional conversation is "talk in which ideas are explored rather than answers to teachers' test questions provided and evaluated." Goldenberg provides five critical features of this type of teacher-student interaction:
    - It is interesting and engaging.
    - It is about an idea or a concept that has meaning and relevance for students.
    - It has a focus that, while it may shift as the discussion evolves, remains discernible throughout.
    - There is a high level of participation, without undue domination by any one individual, particularly the teacher.
    - Student engage in extended discussions -- conversations -- with the teacher and among themselves.

Instructional Elements of Instructional Conversations

- Thematic focus
  - Informed by a larger thematic goal
- Utilization pf student background and experience
- Elicitation of more complex language and expression
- Promotion of bases for statements and positions
- Direct teaching

Conversational Elements of Instructional Conversations

- Fewer known-answer questions
- Responsiveness to student contributions
- Connected discourse
- A challenging but non-threatening atmosphere
- Self-selected turn-taking and less teacher talk

Characteristics of Culturally Responsive Teachers

Characteristics of Culturally Responsive Teachers

Irvine & Armento 2001

- Teachers take advantage of the opportunity to focus on the differences these students bring as strengths rather than deficits,

- Teachers act to accommodate these differences, and in the process, remove barriers to learning and enhance achievement.

- Teachers 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

"To Say That All Children Can Learn is A Mere Statement of Fact. We Must Find It In Ourselves To Say That All Children WILL LEARN In My Classroom or My School"

Geneva Gay

WHY MUST WE EFFECTIVELY EDUCATE SELs

If we fail to take meaningful action, the achievement gap will further divide our nation, leaving as its legacy a permanent underclass with no meaningful stake in the citizenry or the economy.

Steven Fink, Univ of Washington

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