

Teaching English Learners in the P - 12 Classroom

5th
Edition



- Kindergarten
- Ohio
- 7 ELs from South America, Korea, and China; others born in the U.S. and speak at least one other language
- 4 exceptional education students
- 9 other kindergarten students
- Note: 1 student, Peyton, speaks 3 languages.



Read how Ms. Gerrior connects students' languages and cultural backgrounds to lessons and activities.



Brainstorm ways you have observed teachers or administrators fostering a variety of differences in the classroom.

This might include decisions about, lesson planning, teaching strategies, or communications with families, staff, and others. planning.





Describe a 'culturally relevant teacher' in your own words. What does this teacher look like? How does this teacher talk?

How does this teacher act?

What does this teacher do in the classroom? In planning lessons? In assessing students?



Collaborative for Academic, Social, and Emotional Learning (CASEL) identified **five social- emotional-learning competencies**:

1. self-awareness
2. self-management
3. social awareness
4. relationship skills
5. responsible decision-making



How does Ms. Gerrior foster these learning dimensions?
How can educators address these competencies?



Name: _____

X marks the spot! Where have you lived? Which countries have you visited? Draw an X on the map where you have already been. Then, draw circles where you hope to visit someday. List/name these places below.



WHERE I'VE BEEN:

WHERE I'M GOING:

Establishing the Learning Environment: Recognizing and Respecting Cultural Backgrounds



ESOL Fostering a Positive School Environment

Describe ways to empower teachers, staff, and administrators to examine their own biases and assumptions in promoting a positive classroom environment.

After reading the chapter, what can you add?



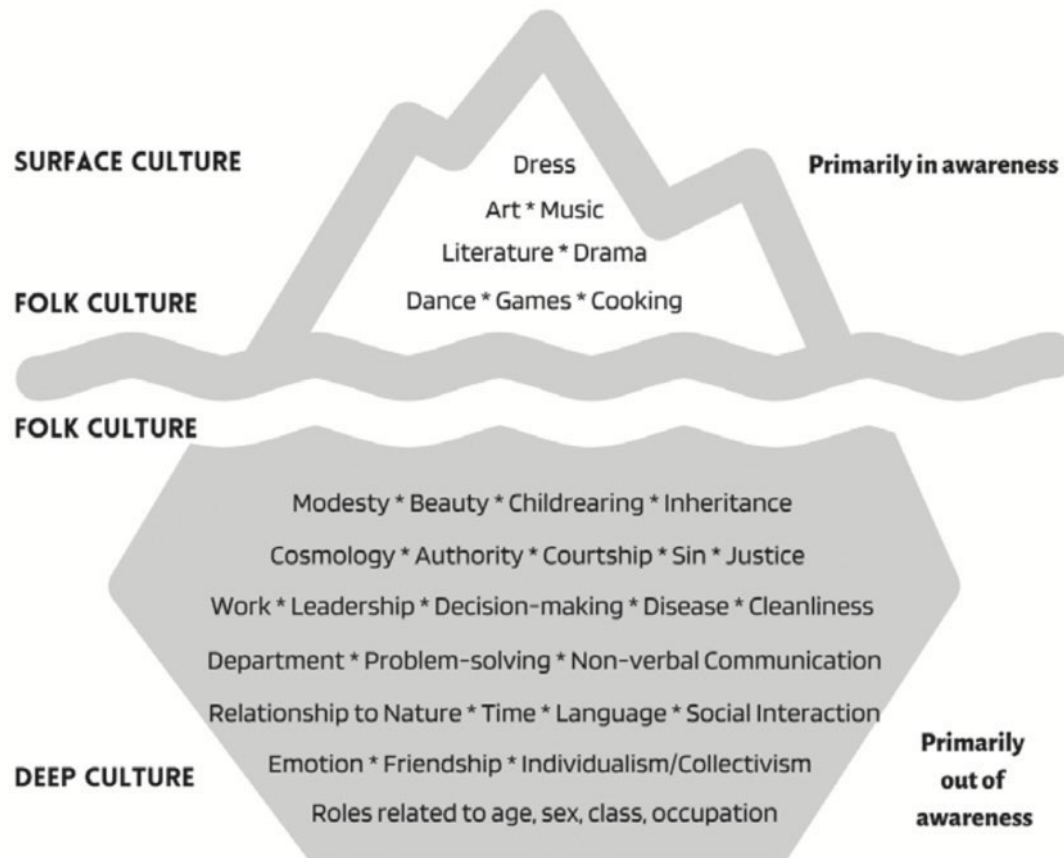
ESOL The Center for Advanced Research for Language Acquisition (CARLA)

CARLA defined culture:
“the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.”



How do YOU define culture?

ESOL Surface and Deep Elements of Culture



Adapted from Gary Weaver, in R.M. Paige, ed., *Cross-Cultural Orientation: New Conceptualizations and Applications*. (Rowman & Littlefield, 1986).

Figure 2.1 Cultural Iceberg.

The metaphor of a **cultural iceberg** demonstrates how *on the surface* one witnesses explicit, taught, tangible behaviors, but *below the surface* are cultural values, habits, and judgments.

How does your own culture and ELs' cultures impact academic achievement?

- Culture is learned.
- Culture is shared.
- Culture is used to predict people's behaviors.
- Culture is ...



What other characteristics can you add?



- **Cultural Pluralism**
a process of compromise and communication
- **Multicultural Education**
a mutual appreciation of and respect for all cultural groups
- **Cultural Proficiency**
builds on aspects of multicultural and culturally-relevant teaching



Honoring the differences between and among cultures

Hidden Curriculum

a set of rules that teachers think students know, but never truly take the time to teach, e.g., *expecting students to be quiet when teacher is talking.*

Have you witnessed the *hidden curriculum* in field experiences?. How does it affect ELs' learning?

Null Curriculum

what teachers intentionally or unintentionally leave out, e.g., topics.

Have you witnessed the null curriculum in field experiences? How does it impact ELs?



Contributions focuses on cultural heroes and heroines, holidays (e.g., Cinco de Mayo, Thanksgiving)

Additive integrates themes and concepts into existing curricula (e.g., Thanksgiving story from Indians' perspective)

Transformation fundamentally changes the structure of existing curricula to view concepts from multiple cultural perspectives (e.g., create a Westward Expansion unit exploring cultural conflict using critical thinking and diversity as a basic premise)

Social action/decision-making enables students to make decisions and take developmentally-appropriate actions to resolve important social issues (e.g., register people to vote, write a letter to a legislator about an issue)



Race: “any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry”

Ethnicity: “of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background”

(Merriam-Webster)



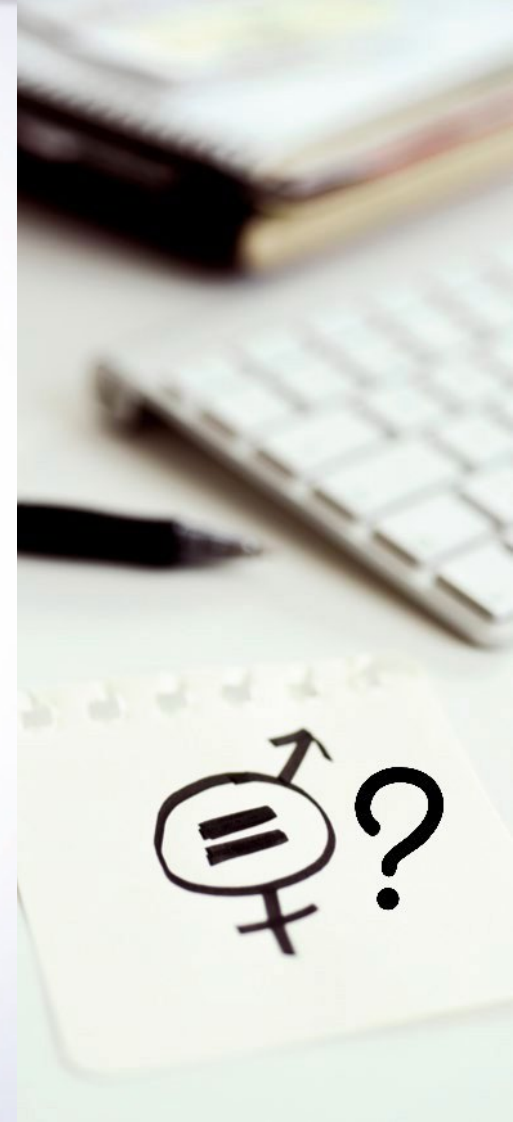
ESOL Sex, Gender, and Sexual Identity/Orientation

Sex: “either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures”

Gender: “the behavioral, cultural, or psychological traits typically associated with one sex.”

Sexual Identity/Orientation: “a person’s sexual identity or self-identification as bisexual, heterosexual, homosexual, pansexual, etc.: the state of being bisexual, heterosexual, homosexual, pansexual, etc.”

(Merriam-Webster)





Review the definitions of culture presented in Chapter Two.

Based on your experience as a student or as a pre-service teacher, describe what a *positive school culture looks and feels like for staff, teachers, parents, administrators, and students.*



***Culture extends into other areas of life.** Many children have an incarcerated parent. That is a unique culture, but it is shared by many children.*

***Politics, health, illness, and intellectual abilities and disabilities are aspects of culture.** Too often, educators limit their thinking about culture to heritage, race, ethnicity, and language. This fails to take into consideration other powerful elements that comprise a child's world and create that child's worldview.*

***Poverty and homelessness are elements of culture.** If you live in a gated community, your personal culture varies tremendously from someone who lives in a car.*

Appreciation and respect for cultural diversity requires honest self-reflection.



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