

# *Supporting All Adult English Learners through Culturally Responsive Practices*

Betsy Parrish

Hamline University

March 3, 2022



# Objectives

- Apply *Culturally Sustaining Teaching Practices* in the context of English instruction for adults
- Create lessons that build on Adult learners' funds of knowledge and prior experience
- Create a classroom community that recognizes, values, and respects different ways of operating in the world
- Access resources to learn more about the backgrounds and cultures of newly arrived refugees and immigrants

# In the chat

1. Where/what do you teach?
2. One word that comes to mind when you think of *“inclusive teaching?”*

# Which of these are true of your classes?

Learners in my classes have different...

- expectations about teaching and learning
- comfort levels with virtual/digital tools and learning
- levels of literacy or oral proficiency
- access to English outside of class
- personalities/ways of being in the world
- motivations for learning English



Write 'yes'  
or 'no' in  
the chat.

# Learners bring differing...

- Proficiency levels
- Experience with education
- Cultural background
- Individual factors
- Situational factors



Parrish (2019); Bell (2012, 2004); Isserlis (2009); Tomlinson (2014)

# What is culture?



# Which is closest to your definition?

**Definition 1: A set of shared attitudes and values that a group of people might have.**

**Definition 2: The visible and invisible understanding of a community's shared values, behaviors and views.**

**Definition 3: The visible and invisible factors that shape your behavior and inform your perspective**

## CARLA\* definition

**Culture** is defined as 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.

\*Center for Research on Language Acquisition

## Cultural Self-Inventory

*No culture is monolithic. Individuals within a society are members of many subcultures, all of which influence values, behaviors, attitudes, etc.*

# For example

- International families
  - Share common experience of acculturation
  - Rely on one another for support (little extended family)
  - Share a deep conviction for international political trends/issues
  - Comfort with heated debates



# What about you?

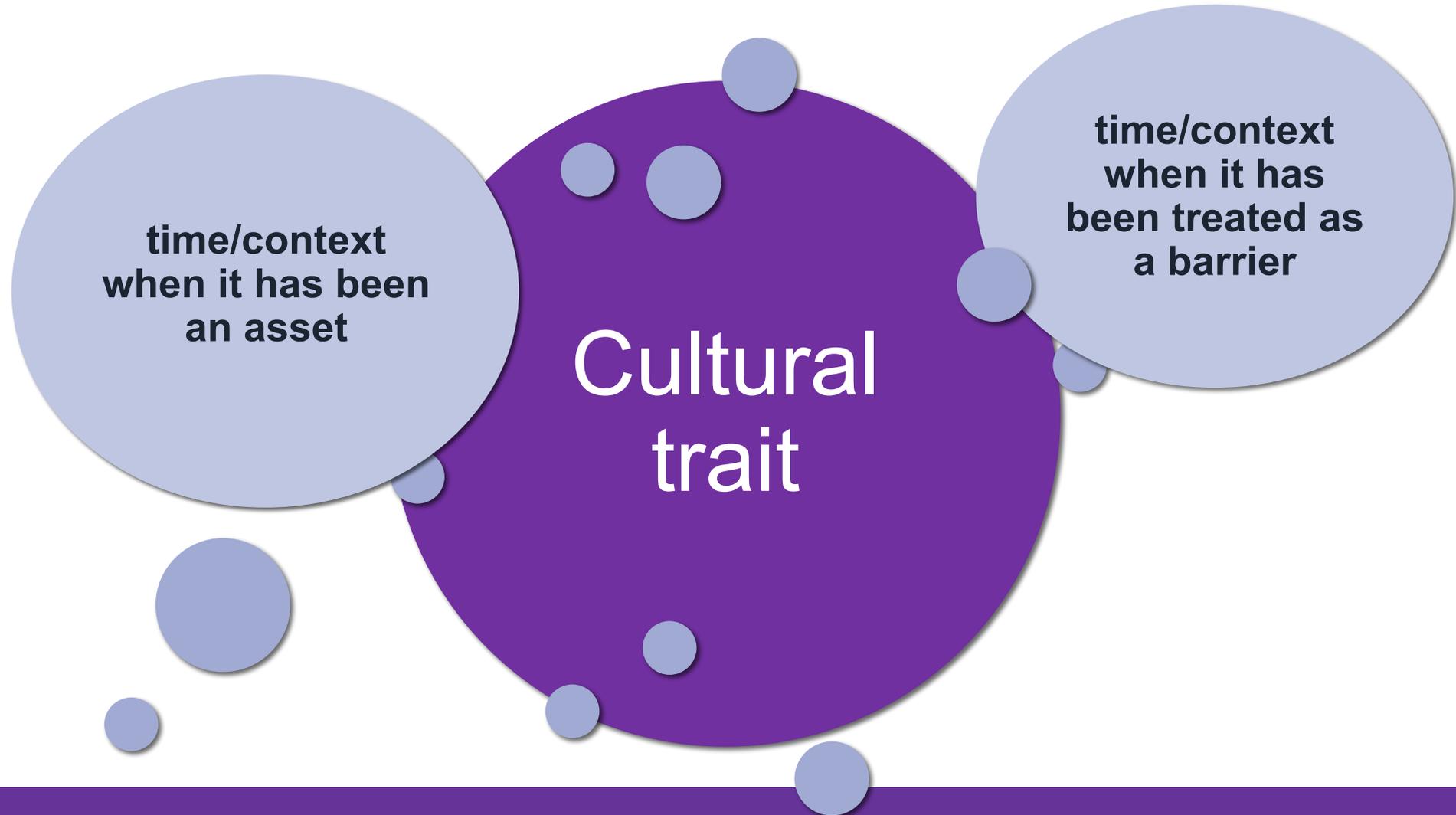
- Choose 1 of your “cultures”
- Jot down 2-3 traits
- Share in breakout rooms



*What are any overlaps between you and your colleagues' culture(s)?*

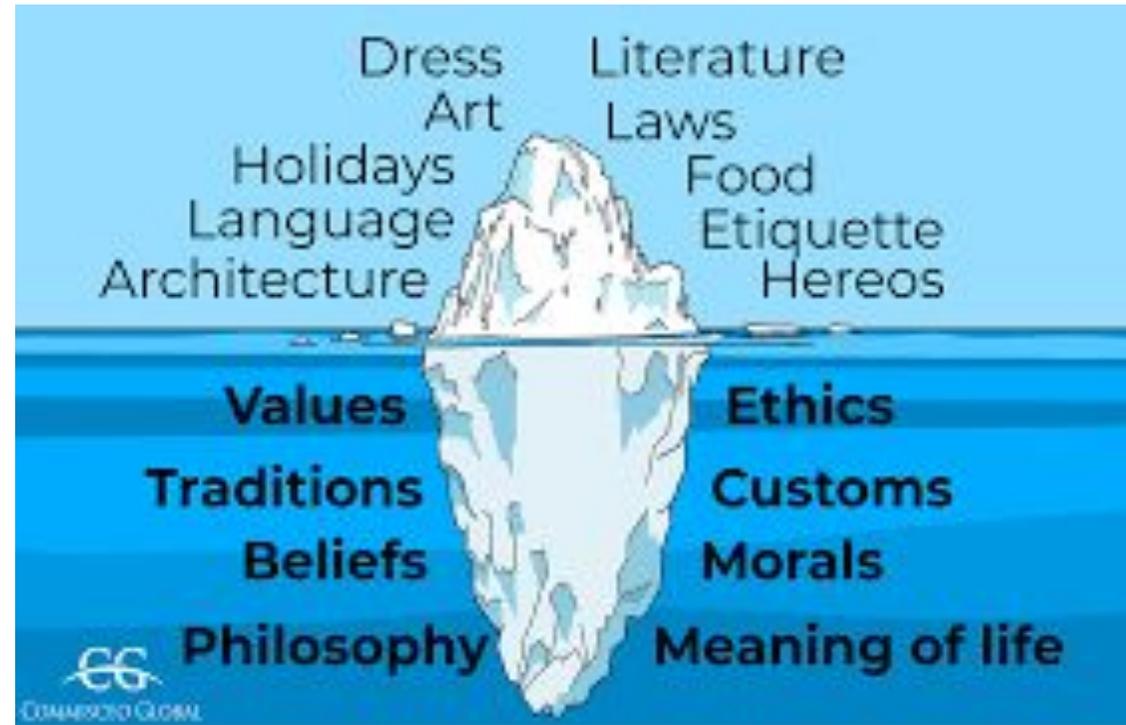


# Understanding assets



Visible Culture

Invisible Culture



“A co-worker wouldn’t let me speak when he was trying to explain something and I wanted to give my opinion. When I told him, he thought I was interrupting him and being rude.”

“People are offended when people from my culture don’t shake a woman’s hand. A woman from my culture is embarrassed if a man tries to shake her hand.”

“When I moved here it confused me when a supervisor or teacher called me by my first name. I thought she wanted to be my friend. The way people set boundaries here is very different from in my country.”

“When I invited a co-worker to my home, I wasn’t sure if his answer was ‘yes’ or ‘no’. He said, ‘That could be fun.’ I was too embarrassed to ask what he meant.”

# The Danger of a Single Story



# Sharing Lived Experiences



What single story  
has been  
projected on you?



What single story  
have you projected  
on others?

# Draw on Learners' Funds of Knowledge



# Build on Learners' Social Language



(Gibbons, 2009)

# Use Relevant and Engaging Content



# Make Thinking Visible

*Maybe it's because...  
It would seem that....*



(Ritchhart et al., 2011)

# While you participate/observe...

- What makes the practices in this lesson inclusive?

# Lesson Objectives

## Language objectives:

- Speak about social change categories with clear pronunciation and word stress.
- Listen for specific information and listen for attitudes through guided listening tasks.
- Accurately present data using quantifiers and reporting language.

## Content objectives:

- Identify actions and strategies that can lead to social change.
- Gather data from classmates about their community actions, analyze data, graph data, and accurately present results to others.
- Analyze how community action can lead to cohesion in a community.
- Explain how sharing stories about community action may counter intolerance and build cross-cultural understanding.

# Community Engagement



# Community Engagement Jamboard



# Knowing a word is saying the word, too!

Listen and write the number of the stress pattern you hear in the chat.

<b>Pattern 1</b> O o o	<b>Pattern 2</b> o O o o	<b>Pattern 3</b> o o O o o	<b>Pattern 4</b> O o o o	<b>Pattern 5</b> o o O o
---------------------------	-----------------------------	-------------------------------	-----------------------------	-----------------------------

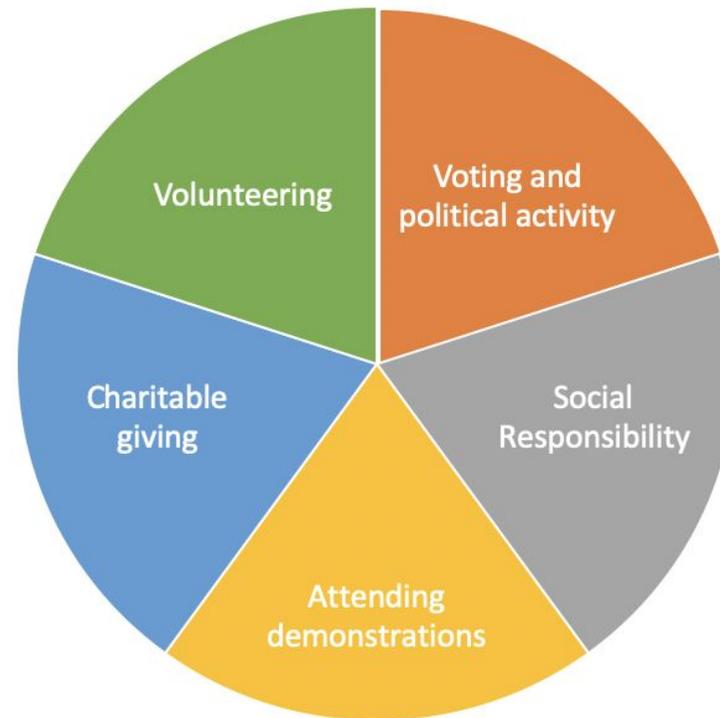
# Knowing a word is saying the word, too!

Listen and write the number of the stress pattern you hear in the chat.

<b>Pattern 1</b> <b>0 0 0</b>	<b>Pattern 2</b> <b>o 0 o o</b>	<b>Pattern 3</b> <b>o o 0 o o</b>	<b>Pattern 4</b> <b>0 o o o</b>	<b>Pattern 5</b> <b>o o 0 o</b>
fundraiser benefit	responsible political community	volunteerism	charitable	demonstration

## *Dairy Queen Owner Gives Back to his Community*

As you listen, consider which of the community action practices Hamid shows through his actions.



# Listen again

- Take notes on your A or B note-taking sheet
- Compare with another student in the same group
- Now exchange information in A-B pairs

# Take a “jigsaw” approach

## Guided Listening (Group A Questions)

### Dairy Queen Owner Gives Back to His Community

(To view again at home or share with others, go to <https://www.youtube.com/watch?v=hg7j1k94uUI>)

Group A Questions	Take notes here. You do not need to write full sentences. Write words and phrases that help you remember the information.
1. Why does the newscaster start with JFK's call from 50 years ago that Americans ask what they can do for their country?	
2. What does the reporter mean when he says, "That dream isn't just for the taking"?	
3. What types of charities has Hamid sponsored?	

## Guided Listening (Group B Questions)

### Dairy Queen Owner Gives Back to His Community

(To view again at home or share with others, go to <https://www.youtube.com/watch?v=hg7j1k94uUI>)

Group B Questions	Take notes here. You do not need to write full sentences. Write words and phrases that help you remember the information.
1. How is Hamid's vision of the American Dream different from what many expect?	
2. How does the school principal feel about Hamid and why?	
3. Who often receives more of the proceeds from the fundraisers?	

# Follow-up: One-question survey

1. How likely are you to volunteer in your community (school, hospital, etc,)				
I already have! (say where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

# Google Form option



## One Question Survey: Community Engagement

Demo of how you can collect survey responses in a remote class.

How likely are you to volunteer at your child's school? \*

Already tried it

...



# Language for talking about data

*Most people . . .*

*Some people . . .*

*Two thirds of the class ...*

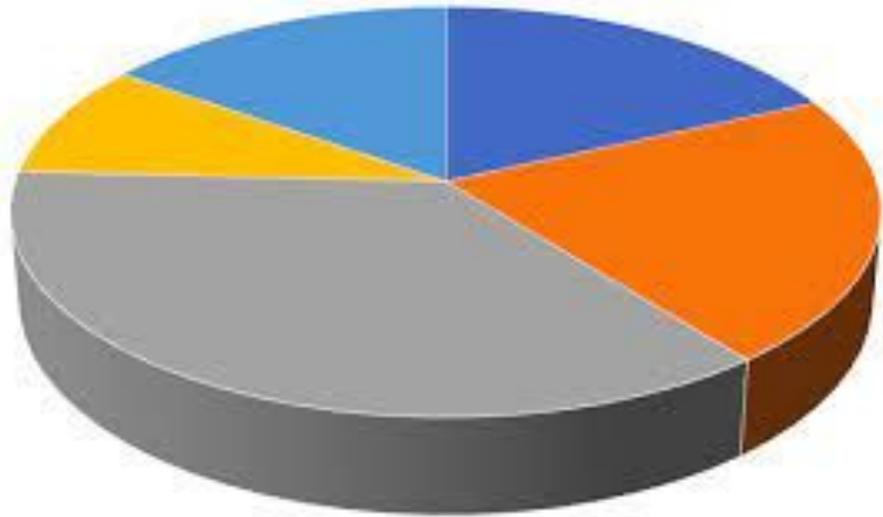
*Half the class . . . .*

*More people \_\_\_\_ than \_\_\_\_.*

*A considerable number of  
people . . .*

*The vast majority of the  
class...*

# Create a pie chart or graph



# Products/Assessments

**Compare** the results from all groups' graphs

**Report** at least two generalizations you can make about this group

Make an **action plan**: What are two things you are committed to trying that you hadn't considered before? What first steps will you need to take? How will this benefit others?

**Stand and talk (or breakout rooms)**- share plans with at least three other people in the class. If you find a similar plan, maybe you can put your heads together!

**3-2-1 exit cards**- Write down three things you learned (ideas or new words/language), two things that surprised you, and one question you still have from today's class.

# Breakout Discussion

Share what you noted about:

- my choice of **content**
- instructional **practices** that are inclusive
- **Product** (assessment) options to display learning



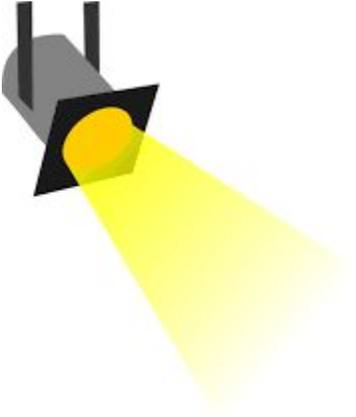
# In breakout rooms, determine...

**A timekeeper:** You have 8 minutes

**A facilitator:** Make sure everyone has a chance to contribute

**A synthesizer/reporter:** Be ready to report one inspiration in the chat when we return to the whole group.





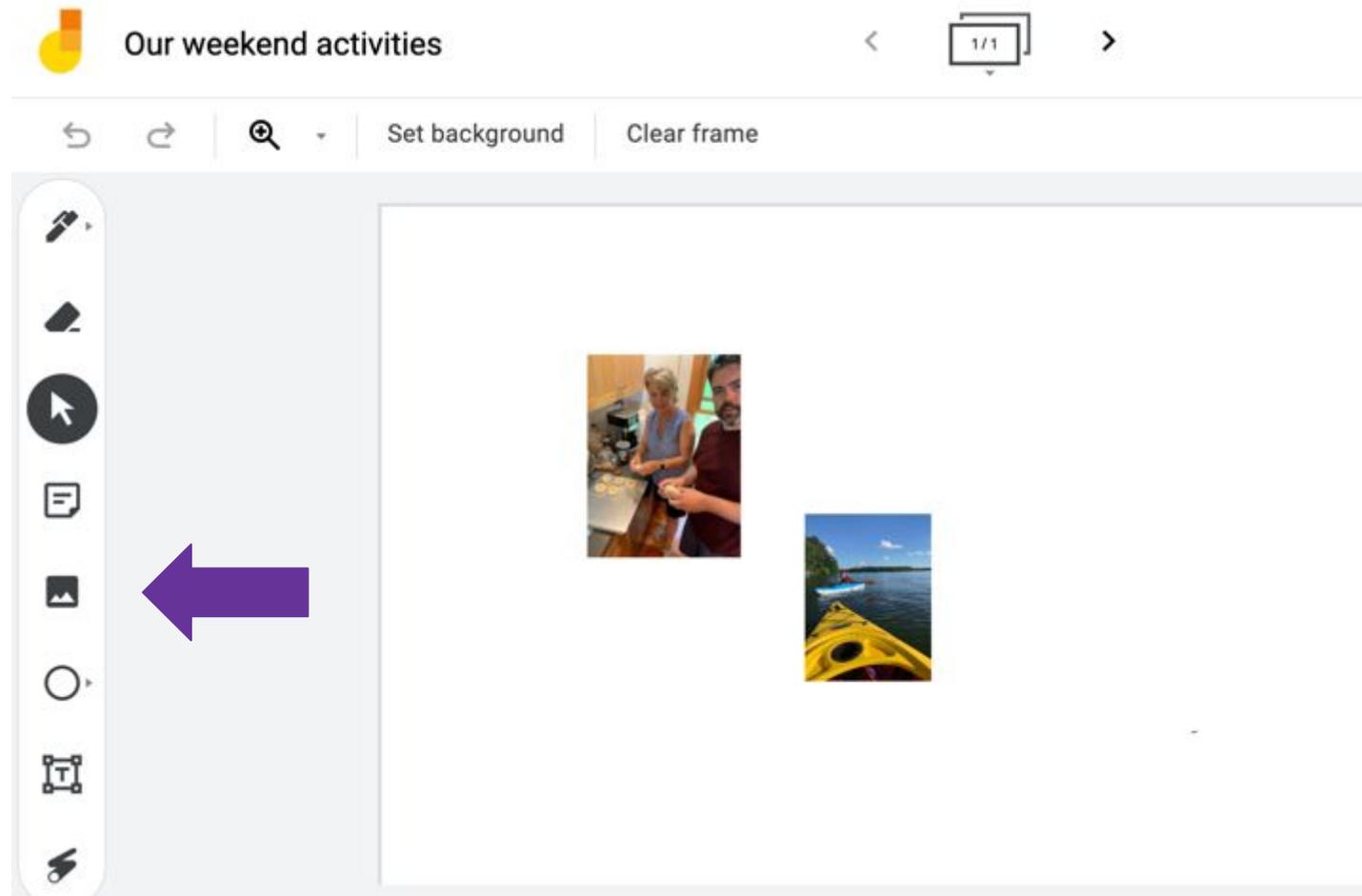
- **CONTENT**
  - Story of an immigrant
  - Counter-narrative in of face Islamophobia
- **PROCESS**
  - Co-construct definitions (Jamboard)
  - Multiple entry points- chat, Jamboard, mic on
  - Address multiple language domains
- **PRODUCT**
  - Poster presentation
  - Comparing and reporting (written or spoken)
  - Action planning

# Beginning/High-beginning



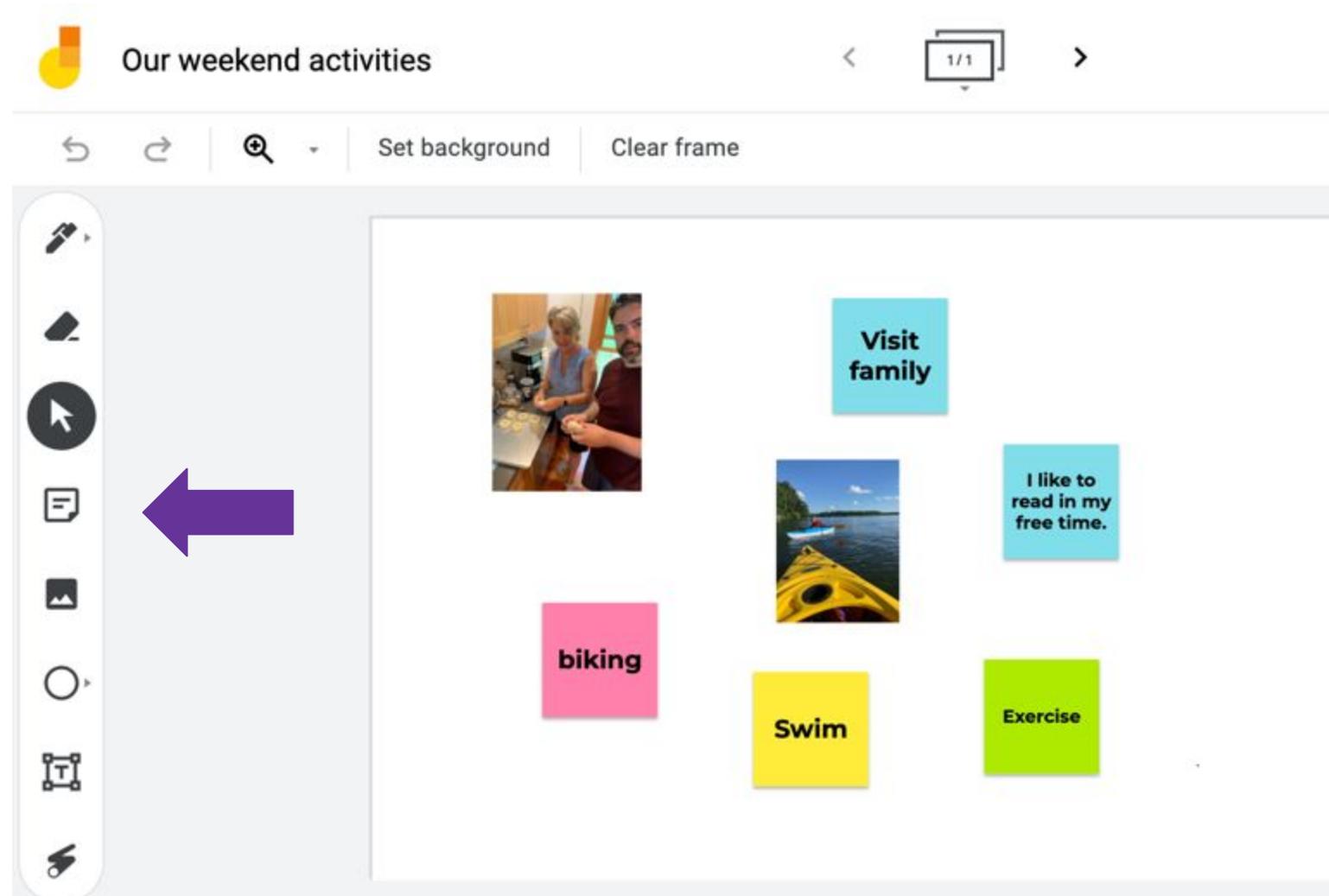
- Talk about free time activities using simple present tense
- Collect information about classmates
- Analyze data and present results in a report or bar graph

# Sharing our activities using photos



Upload  
images

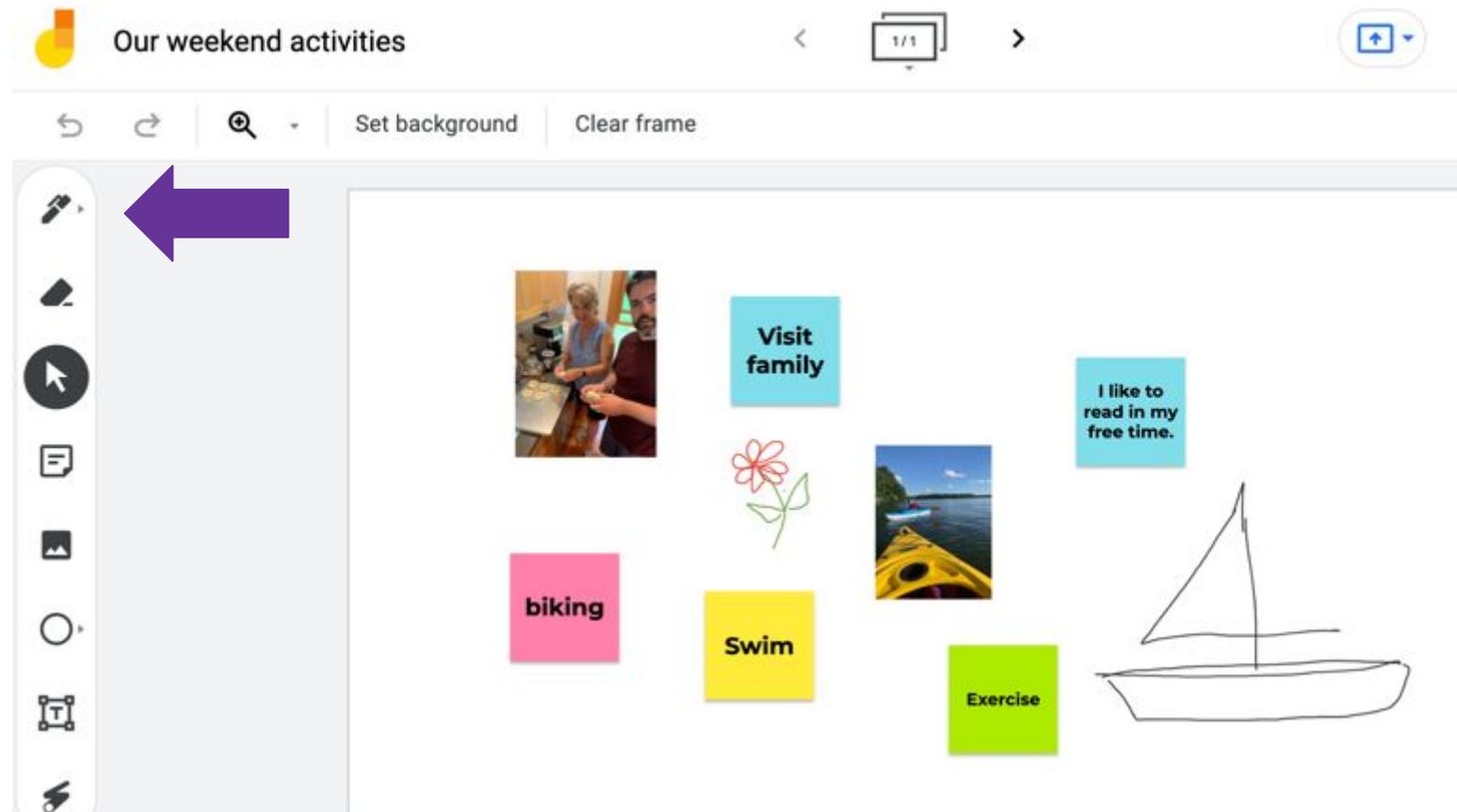
# Sharing our activities with words



Add a post-it note

# Sharing our activities using drawings

Draw with  
the pen



# One-question survey

Do you like exercising?  
Yes No

Do you like biking?  
Yes No

Do you like kayaking?  
Yes No

Do you like cooking?  
Yes No

# Analyze the results



Many people...

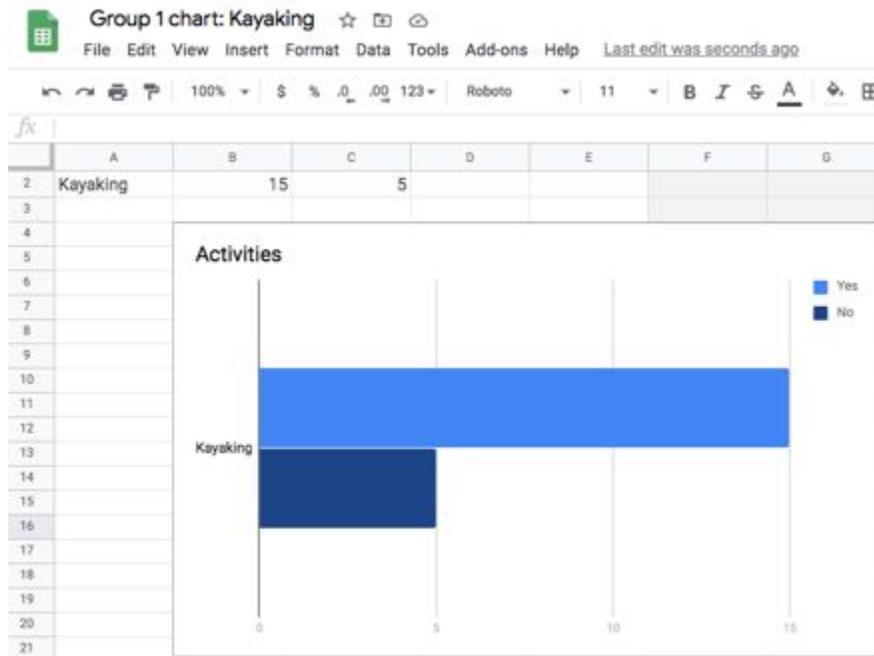
Three quarters of the class...



Half the class...

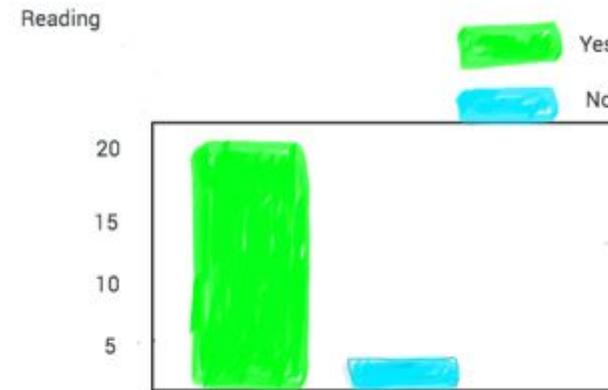
Fifty percent of the class...

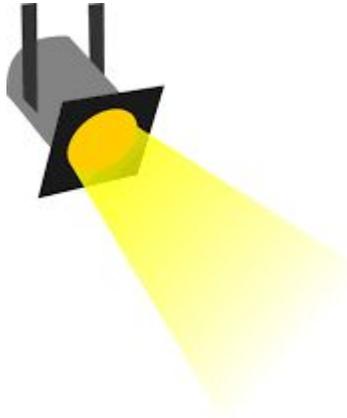
# Varying Products



We found that most people like biking.

Half the class likes cooking.





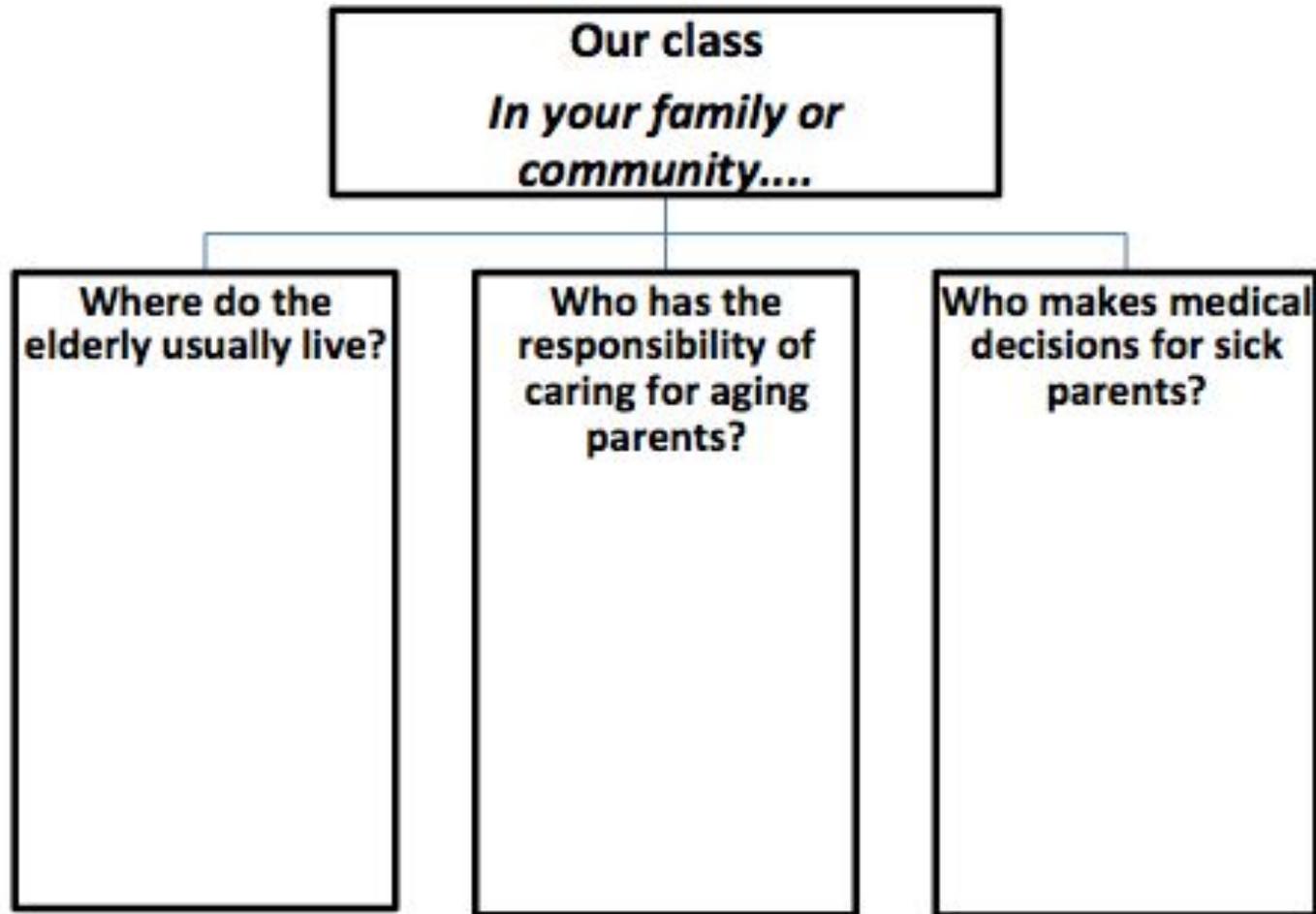
- Learner-generated content
- Text and graphic responses
- Mixed modalities- draw, speak, write, listen
- Varied communication tools-polls, chat function, breakout rooms
- Sentence or paragraph frames as scaffolds

# Using Universal Themes

What do you see?



# An interactive task: Gathering class data



# Build Academic Language

<b>Who has the responsibility of caring for the elderly?</b>	<b>What are some possible reasons for these practices?</b>
The eldest child	Cultural beliefs, such as....

## **Making inferences**

*Maybe it's because...*

*It could be that...*

*It would seem that....*

# Presentations and Discussion

*Now present the findings for your question to your group. Provide feedback to one another. Do you agree or disagree with the proposed reasons for different practices?*

## **Showing agreement**

*That's a very good point.*

*You've got a very good point there.*

*Exactly! I couldn't agree more.*

.

## **Showing disagreement**

*I see what you mean, but...*

*I wouldn't say that.*

*But what about...?*

*I don't agree at all.*

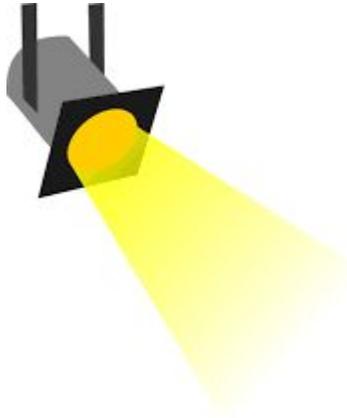
# Write a Report- Paragraph Frames

**Now let's write about our class**

The ways families in our class treat the elderly are similar in several ways. They often \_\_\_\_\_ . They also \_\_\_\_\_ . Furthermore, many people said \_\_\_\_\_ . Because of these similarities, it seems that \_\_\_\_\_ .

However, Families in our class differ in some key areas. First, \_\_\_\_\_ , whereas \_\_\_\_\_ . In addition, \_\_\_\_\_ . In contrast, \_\_\_\_\_ . These differences may mean that \_\_\_\_\_ .

Graff & Birkenstein (2014)



- Universal theme
- Learner-generated content
- Graphic organizer
- Language frames for speaking
- Paragraph frame for writing

# Using Text Sets



1050L Assign

U.S. History

## Michigan's Muslims are thinking globally, but running and voting locally

Present Save Read Aloud Share Hide Print Add To Text Set



610L

Assign

Law

## Asian-Americans becoming more involved in elections

Present Save Read Aloud Share Hide Print Add To Text Set



Activities

Activities

# StoryCorps



# Leveled readings from NewsELA

The image displays two examples of leveled reading articles from NewsELA. The first article, titled "Michigan's Muslims are thinking globally, but running and voting locally," is categorized under "U.S. History" and is assigned a reading level of 1050L. The second article, titled "Asian-Americans becoming more involved in elections," is categorized under "Law" and is assigned a reading level of 610L. Both articles feature a purple arrow pointing to the right, indicating the direction of the leveling process. The interface includes navigation and utility buttons such as "Present," "Save," "Read Aloud," "Share," "Hide," "Print," and "Add To Text Set." The second article also includes an "Activities" sidebar on the right.

Create your NewsELA account at  
<https://newsela.com/>

# Formative Assessments

Four Corners

Line-ups

Exit Tickets

3-2-1

Fist to Five

# Line-ups



# Four Corners



# Revisiting our objectives

Fist- Really struggling with this notion

3- I'm feeling fairly confident

5- I'm very confident and ready to roll!



# Objectives

- Apply *Culturally Sustaining Teaching Practices* in the context of English instruction for adults
- Create lessons that build on Adult learners' funds of knowledge and prior experience
- Create a classroom community that recognizes, values, and respects different ways of operating in the world



Feel free to open your mic or enter questions in the chat.