Developing Cultural Capital, Promoting Equitable and Culturally Competent Two-way Immersion Classrooms

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Getting to Share with Each Other…

- Introductions

- What is one burning question you have about promoting equitable and culturally competent two-way immersion classrooms?
Presentation Agenda

- TWI Success in Improving Latino English Language Learners’ Educational Outcomes
- Asymmetrical Language and Culture Status, Unbalanced Participation Patterns
- Teacher Practices and Routines: Developing Cultural Capital, Validating All Students
- Participation Patterns and Student Voice in the TWI Classroom—the Research
Two-way Immersion Programs’ Great Success in Improving Latino English Language Learners’ Educational Outcomes
Chat with a neighbor....

- Are you familiar with the research on the educational outcomes of TWI?
Educational Outcomes for Latinos

- Achievement gap between White and Latino students has remained measurably unchanged for the past 20 years
- Highest high school drop out rate
- Many Latino students experience a school setting that devalues and silences them
- Majority of U.S. English Learners, 73 percent, speak Spanish
Two-Way Immersion’s Encouraging Results

- Gains in closing the achievement gap
- Reduced drop out rates
- More likely to be taking honors and AP coursework, putting these students on track to attend college
- More positive attitudes to bilingualism and biculturalism
- By secondary school, native Spanish-speakers achieved at or above grade level in reading and math
Two-Way Immersion

- Academic content instruction to native English-speaking students and native speakers of the target language in the same classroom
- Instruction is in both languages, one of which is the primary language of each group
- Integrated environment that equally values and promotes both languages and cultures.
- High academic achievement
- First and second language proficiency
- Cross-cultural understanding
Chat with a neighbor…
Which program model are you most familiar with?

Student Achievement On Standardized Tests in English Reading Compared Across Program Models

(Thomas & Collier, 1997)
Majority of TWI programs in the U.S. are Spanish/English

Program models often based on politics and assumptions rather than effectiveness and research

Increasing time in English does not lead to higher achievement in English
Dual language:

- A program in which the language goals are full bilingualism and biliteracy in English and a partner language.

- Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program.

- The partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12).

- CAL and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs.

- Throughout the U.S., it is frequently used synonymously with two-way immersion.

---Center for Applied Linguistics
Two-way immersion (TWI):

A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.
Chat with a neighbor…

- What do you see at your site/district/state? Are the educational programs for English learners based on sound research or on policies?
Asymmetrical Language and Culture Status, Unbalanced Participation Patterns
How do you see the imbalance of power and participation play out inside classrooms and at the school site?
¡Español!

Who has this problem in his/her TWI classroom?
TWI Challenge:

Keeping students conversing in the target language
TWI Objectives

- High academic achievement in two languages
- Raising the status of the minority language and culture
- Promoting integration and cross-cultural competence
TWBI program goals place a high value on the language and culture of Spanish speakers and challenge the notion of English and Eurocentric superiority
TWI designed to confront concerns of inequities, elevates status

- The integration at the core of this program validates and affirms the non-dominant language and culture.

- Student integration is “central” for both linguistic and socio-cultural purposes.
Cross-cultural Competence

“a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations”

(Diller & Moule, 2005, p. 12)
Asymmetrical language and culture status in TWI programs favors English and Anglo-centric perspectives
Asymmetrical language and culture status:

Code switching from the minority language to English during instruction in the minority language was common.

(De Jong & Howard, 2009)
Asymmetrical language and culture status:

Imbalance in resource allocation, accountability systems, teacher requirements, and patterns of language use.

(De Jong & Howard, 2009)
Asymmetrical language and culture status:

- Student supports are often available only in English
- Guest speakers, assemblies, and specialists are frequently monolingual
- English speakers and many materials are unavailable in the minority language

(Carrigo, 2000; De Jong & Howard, 2009; Fitts, 2006; Potowski, 2002)
Equal access to learning opportunities in both languages and the equalization of language status of each language were “extraordinarily difficult to achieve, given an English-dominant sociopolitical context”.

(De Jong & Howard, 2009, p. 86)
U.S. society: English is the favored language of power and importance

- **Status**

  “Students perceived a greater status for English than for Spanish and a greater status for people who speak English, especially European American students, than for those who speak Spanish” (Carrigo, 2000, p. 238).

- Bilingual students choose a language to position themselves on the social hierarchy (Potowski, 2002, 2004).
U.S. society: English is the favored language of power and importance

NCLB

- Pressure to prepare their students for English testing: teachers may weaken or neglect instruction in the minority language (De Jong & Howard, 2009; Fitts, 2006; Potowski, 2004).
Middle class native English-speaking students were more comfortable exerting their power and were able to attain more attention and English use.

(Palmer, 2009)
Chat with a neighbor…

What has been your experience?

- Do you see an imbalance between the status of English and Spanish at your site?
- Is there an imbalance of participation patterns?
- Does it begin at a certain age level?
- Do you feel it affects instruction/learning?
Teacher Practices and Routines: Developing Cultural Capital, Validating All Students
Chat with a neighbor…

Do you have any insights or routines that you have seen effective in developing the cultural capital and validating our Latino English learners?
Teacher practices can have a strong impact on the power dynamics in the two-way classroom.
Action Research Project
1. Take responsibility

2. Promote the cultural capital of the native Spanish-speakers

3. Manage participation and grouping, use “experts”

4. Teach cultural competency

5. Involve families

6. Maintain high expectations.
Organizational Routines

- “Effortful accomplishments”, facilitate decision making.

- The repeated, habitual actions a teacher chooses to employ in response to social situations in her classroom.

(Pentland and Rueter, 1994; Becker, 2004)
1. Take responsibility. Do not leave equitable learning environments to chance.

- Promoting cultural capital and establishing an equitable learning environment should be a purposeful endeavor.

- Be responsible for the classroom climate.

- Be cognizant of the social interactions in the classroom and be ready to intervene
“I think it's super important for the type of program that we're in. There's this huge need to build up our Latinos and teach them that they have a voice and that it's important. It needs to be heard and that there needs to be a space for them created by teachers, because oftentimes I think teachers don't create it for them. They think if they (the EL students) don't speak up, then oh, well. You know, it's a dog-eat-dog classroom.”
2. Promote the cultural capital of the native Spanish-speakers

- Develop a mindset and climate where the Spanish-speakers’ background is continually validated, and students are encouraged to learn and value each others’ background

- Incorporate authentic Latino literature

- Use appropriate curriculum that highlights the students culture and emphasizes the accomplishments of Latinos

- Adapt the curriculum to spotlight cultural aspects or accomplishments of Latinos, making connections with the curriculum
2. Promote the cultural capital of the native Spanish-speakers

- Validate the use of Spanish
- Advocate for the Spanish-speakers to be leaders
- Appoint Spanish-speaker as the “expert”
2. Promote the cultural capital of the native Spanish-speakers

- Honor students’ backgrounds, bringing in the students’ stories, including different perspectives

- Hold events and activities that celebrate and acknowledge the Latino culture (NOT just superficial)
“Recently, one of the native English speakers traveled to Washington, and he brought us a PowerPoint presentation of all the pictures he took of the White House and museums and the Lincoln Memorial and the Washington Monument. He showed the presentation, and everyone was like, ‘Wow!’

Then my student from Michoacán, Mexico also spent the winter break down there and took a few days extra, too. He came back with another, not as elaborate PowerPoint, but still a lot of pictures showing a small town, rural Mexico, and the kids were just like, ‘Wow!’ The same thing. Looking at her on top of a donkey in a farm setting it was just as amazing to them as the trip to Washington. They were just as excited.”
3. Purposefully manage student participation and grouping, and spotlight Spanish-speakers as ““experts.””

- GLAD strategies
- Cooperative learning
- Strategic when forming the groups
- Partner sharing
- Equalize student participation
4. Be in the habit of teaching cultural competency

- Sharing with students other parts of the ins and outs of culture
- Intervene when there are “micro-assaults”
- Explicitly instruct students in culturally competent ways to respond
- Teach students the cultural competencies they will need to access the American culture power structure
5. Regularly involve families and students beyond the school day

- Outreach programs
- After school programs and events
- Community, family involvement
- Extra curricular
- Tutoring
6. Maintain high expectations

Build and bridge to academic success
Cross-cultural competency requires constant vigilance, monitoring, and implementation.
Chat with a neighbor…

- Have you gained any new insights on how to develop the cultural capital of the Latino students and how to validate all students?

- Which routines do you feel you can begin implementing right away?
Section 4

Participation Patterns and Student Voice in the TWI Classroom—the Research
Chat with a neighbor…

Are you familiar with the research exploring the participation patterns of students in TWI classrooms?
Socioeconomic Background

The imbalance of power and participation in the classroom was more closely associated with class than with linguistic or ethnic background.
A student’s social class has a greater impact on the students’ classroom social interactions and academic outcomes.

- The majority of the native English-speakers shared a middle class background; whereas, most of the native Spanish-speakers came from a lower social class.

- Language and ethnicity were often linked with socioeconomic status.

(Brooke-Garza, 2013)
Bourdieu: Cultural Capital

- The educational system is not an impartial meritocratic institution—it favors those with the propitious social class and cultural background.

- Through social interactions, a student internalizes her subordinate status.

- Identity, behavior patterns, and aspirations response to social class and expected role in society.

- Although the educational system reproduces the status quo, schooling can make a difference
Bourdieu: Cultural Capital

- Bourdieu compared cultural and social background to economic goods

- Cultural capital is the knowledge and background that is considered legitimate

- The school system rewards students with the cultural capital of the dominant social classes.

- A student’s academic performance is closely tied to her background.
TWI educators often use a native English-speaker/native Spanish-speaker lens to make instructional decisions.

Two-way lens may not reveal the predominant distinctions between the student groups.

TWI educators may not be sufficiently cognizant of socioeconomic differences on disparity and equity concerns.
Chat with a neighbor...

Bifocals vs. Trifocals:

How does having this awareness of socioeconomic influences provide TWI teachers greater clarity to fine-tune their instructional decision-making?
Final Thoughts

Educators may not be able to change the social, political, cultural, and racial inequities of an entire society. However, teachers can control the practices that they choose to implement in their classrooms.
Contact Information

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Resources

Association of Two-Way & Dual Language Education (ATDLE)
http://atdle.org/

California Association for Bilingual Education (CABE)
http://www.bilingualeducation.org/

California Department of Education (CDE)
http://www.cde.ca.gov/sp/el/ip/

Center for Advanced Research on Language Acquisition (CARLA)
http://www.carla.umn.edu/immersion/
Resources

Center for Applied Linguistics (CAL)
http://www.cal.org/topics/ell/immersion.html

Center for Research on Education, Diversity & Excellence (CREDE)
http://manoa.hawaii.edu/coe/credenational/

Dual Language Education of New Mexico (DLeNM)
http://www.dlenm.org/

Guiding Principles for Dual Language Education
http://www.cal.org/twi/guidingprinciples.htm
Resources

National Association for Bilingual Education (NABE)
http://www.nabe.org/

Region IX Equity Assistance Center at WestEd
http://www.wested.org/eac/resources/

National Clearinghouse for English Language Acquisition (NCELA)
http://www.ncela.us/

San Diego County Office of Education, Dual Language Resources
http://www.sdcoe.net/lls/english-learner/Pages/dl-resources.aspx
¡Mil gracias!

Thank You!