“Essential Knowings” for Teaching Standard English Learners: Powerful Pedagogy for Advancing Language Acquisition & Learning in SEL Students”

Presenter: Noma LeMoine, Ph.D.
California Association of Bilingual Educators (CABE) Annual Conference
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ESSENTIAL KNOWINGS
Breaking Down Cultural Barriers
“ESSENTIAL” – absolutely necessary, extremely important, crucial, vital, imperative, obligatory, critical, indispensable

“KNOWINGS” – knowledge, facts, information, skills acquired, understanding, comprehension, mastery, appreciation
ESSENTIAL KNOWINGS for Teaching Standard English Learners

✓ What is it that educators must know, understand, and master, that is vital and indispensable to effectively educating SEL students?
FOUR “ESSENTIAL KNOWINGS”

I. **Culture Matters** – Students’ *cultural identities* must be acknowledged, affirmed, and accommodated in instruction.

II. **Language Matters** – Instruction must be *Linguistically Responsive*. Educators must have knowledge and understanding of the language and linguistic history of SEL students and must infuse that knowledge into core instruction.

III. **How students Learn matters**. Instruction must **build on the learning styles and strengths** of SEL students and make critical connections to who they are.

IV. **Teacher Expectations matter**, *High Expectations* and *Academic Rigor* must characterize the learning environment if SEL students are to be successful in it.
ESSENTIAL KNOWING 1:

Students’ cultural identities must be acknowledged, affirmed, and accommodated in instruction
Culture & Learning

✓ Knowing each student, especially his or her culture, is essential preparation for facilitating, structuring, and validating successful learning for all students.

Pat Guild, 1994
Cultural Identity

Learning occurs in social environments and is heavily influenced by the cultural experiences, linguistic proficiencies, and funds of knowledge both students and teachers bring to the learning environment.
The culture and language students bring to the classroom matters, and has vast implications for how the learning environment should be structured in order for learning to occur.
Culture Matters

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.
“Culture is To Humans as Water Is to Fish”

Wade Nobles
How Children Enter Classrooms

- As “socialized” members of different cultures
- Having mastered the language of the home
- As persons with thoughts about how the world is working
- With ideas about how to behave
- With their own way of thinking and learning (cultural learning styles)
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 is Culturally Responsive Teaching?

According to Ladson-Billings (2009), CRT “transcends the negative effects on diverse students of not seeing their history, culture or background represented in textbooks or curriculum and it allows them to choose academic excellence yet still identify positively with their culture” (p. 17).
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.
Culturally Responsive Teaching

- It is a pedagogy that acknowledges, responds to, and celebrates fundamental cultures.
- It offers full equitable access to education for students from all cultures.
Traditional pedagogy has always been Culturally Responsive.

To students who are primarily middle class and European
Characteristics of Culturally and Linguistically Responsive Teachers
The Teacher’s Job…

✓ Develop a connection between the student’s culture and the culture of school

✓ Become knowledgeable of cultural orientations (learning styles and strengths or ways of thinking and learning)
  ✓ Linguistic style
  ✓ Communication style
  ✓ Social interaction style
  ✓ Response style

✓ Use that knowledge to bridge equal opportunities for students to learn and grow
Culturally Responsive Teachers

✓ Take advantage of the opportunity to focus on the differences SEL students bring as strengths rather than deficits,

✓ Act to accommodate these differences, and in the process, remove barriers to learning and enhance achievement.

✓ 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 equal opportunities to learn and grow
Positive Outcomes of Culturally & Linguistically 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…”
Language Matters –

Instruction must be *Linguistically Responsive*. Educators must have knowledge and understanding of the language and linguistic history of their SEL students and must infuse that knowledge into core instruction.
Language different) SEL students are disempowered educationally as their identities are devalued in the classroom.

Jim Cummins (1989)
Language & Learning

✔ Because an individual’s culture and language are central to his or her existence, it is virtually impossible to separate the influence of culture from the learning experience.
Linguistic Diversity in Standard English Learners (SELs)
Who are Standard English Learners (SELS)?

◆ SELs are students for whom Standard English is not native.

◆ SELs represent one of the most overlooked and underserved "Language Minority" Population in the history of American Education.
Language Variation

How teachers perceive and respond to language differences in SEL students is a key variable impacting their access to core curricula, college preparatory course work, postsecondary educational opportunities, and career options.
Standard English Learners Include…

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

✓ As a group SELs have some of the lowest scores on standardized achievement tests, and are viewed most often by educators through a deficit lens.
Proficiency Gaps 2017

NAEP DATA- NATION
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient/Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>49%</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td>American Indian</td>
<td>52%</td>
<td>28%</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>46%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>English Learners</td>
<td>68%</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>32%</td>
<td>47%</td>
<td>22%</td>
</tr>
<tr>
<td>Asian</td>
<td>18%</td>
<td>26%</td>
<td>57%</td>
</tr>
</tbody>
</table>
2017 NAEP Reading 8th Grade by race/ethnicity NATION

- **African American**
  - Below Basic: 40%
  - Basic: 42%
  - Proficient/Adv: 18%

- **American Indian**
  - Below Basic: 37%
  - Basic: 41%
  - Proficient/Adv: 22%

- **Hispanic**
  - Below Basic: 33%
  - Basic: 44%
  - Proficient/Adv: 23%

- **English Learner**
  - Below Basic: 68%
  - Basic: 27%
  - Proficient/Adv: 5%

- **White**
  - Below Basic: 16%
  - Basic: 39%
  - Proficient/Adv: 45%

- **Asian**
  - Below Basic: 14%
  - Basic: 31%
  - Proficient/Adv: 55%
2017 NAEP Mathematics 4th Grade by race/ethnicity   NATION

- African American: 37% Below Basic, 44% Basic, 19% Proficient/Adv
- American Indian: 31% Below Basic, 44% Basic, 24% Proficient/Adv
- Hispanic: 29% Below Basic, 44% Basic, 26% Proficient/Adv
- English Learner: 47% Below Basic, 39% Basic, 15% Proficient/Adv
- White: 12% Below Basic, 37% Basic, 51% Proficient/Adv
- Asian: 8% Below Basic, 25% Basic, 67% Proficient/Adv
Proficiency Gaps 2017
NAEP DATA - CALIFORNIA
2017 NAEP Reading 4th Grade by race/ethnicity CALIFORNIA

- **African American**: 16 Below Basic, 27 Basic, 57 Proficient/Adv
- **Hispanic**: 20 Below Basic, 30 Basic, 50 Proficient/Adv
- **White**: 47 Below Basic, 31 Basic, 22 Proficient/Adv
- **Asian**: 61 Below Basic, 25 Basic, 14 Proficient/Adv
2017 NAEP Reading 8th Grade by race/ethnicity  CALIFORNIA

African American
- Below Basic: 38%
- Basic: 44%
- Proficient/Adv: 18%

Hispanic
- Below Basic: 37%
- Basic: 44%
- Proficient/Adv: 19%

White
- Below Basic: 14%
- Basic: 36%
- Proficient/Adv: 50%

Asian
- Below Basic: 13%
- Basic: 31%
- Proficient/Adv: 56%
2017 NAEP Mathematics 4th Grade by race/ethnicity

CALIFORNIA

- **African American**
  - Below Basic: 47
  - Basic: 38
  - Proficient/Adv: 15

- **Hispanic**
  - Below Basic: 38
  - Basic: 43
  - Proficient/Adv: 19

- **White**
  - Below Basic: 15
  - Basic: 38
  - Proficient/Adv: 47

- **Asian**
  - Below Basic: 7
  - Basic: 27
  - Proficient/Adv: 66
2017 NAEP Mathematics 8th Grade by race/ethnicity  CALIFORNIA

- **African American**
  - Below Basic: 57%
  - Basic: 33%
  - Proficient/Adv: 10%

- **Hispanic**
  - Below Basic: 50%
  - Basic: 35%
  - Proficient/Adv: 15%

- **White**
  - Below Basic: 19%
  - Basic: 37%
  - Proficient/Adv: 44%

- **Asian**
  - Below Basic: 13%
  - Basic: 22%
  - Proficient/Adv: 65%
Why is our Best Effort Failing with SEL Populations?
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)
Basic Premise

Language is fundamental to learning and mastery of Standard English, and Academic language is critical for accessing the core content curricula and for career success.
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

Language as a Meaning System
Language Variation and Learning In SELs
Difference vs Deficit
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 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”.
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. Montoñyo-Harmon- Dissertation
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*
Native American 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.
Native American SELs

When “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 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 Diasporan Language History

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 other's feces, urine, and, in the case of dysentery, even blood.
The Loss Of African Languages Among Surviving Africans
HISTORICAL DEVELOPMENT OF AFRICAN AMERICAN LANGUAGE

DIFFERENCE THEORIES

DEFICIT PERSPECTIVE

DIALECTOLOGISTS VIEW

CREOLIST HYPOTHESIS

ETHNOLINGUISTIC THEORY
African American Language

✓ 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)
African American Language

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)
WEST AFRICAN (Niger-Congo) LANGUAGES THAT INFLUENCED AAL

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

Source: Turner, Lorenzo “Africanisms In The Gullah Dialect” 1973
Characteristic Linguistic Features of African American Language
### Characteristic Phonological Features of African Diaspora Language-Ebonics

<table>
<thead>
<tr>
<th>Phonological Variable</th>
<th>Standard English</th>
<th>African Diaspora Language-Ebonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonant Cluster</td>
<td>Desk, Test, Cold</td>
<td>Des, Tes, Col</td>
</tr>
<tr>
<td>/TH/ Sound</td>
<td>This, Thin, Mouth</td>
<td>Dis, Tin, Mouf</td>
</tr>
<tr>
<td>/R/ Sound</td>
<td>Sister, Carol</td>
<td>Sista, Ca’ol</td>
</tr>
<tr>
<td>Stress Patterns</td>
<td>Police’, Hotel’</td>
<td>Police, Hotel</td>
</tr>
<tr>
<td>/L/ Sound</td>
<td>Always, Million</td>
<td>A’ways, Mi’ion</td>
</tr>
</tbody>
</table>
# Characteristic Grammatical Features of African Diaspora Language

<table>
<thead>
<tr>
<th>Linguistic Variable</th>
<th>Standard English</th>
<th>African Diaspora Language - Ebonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking Variable</td>
<td>He is going</td>
<td>He going</td>
</tr>
<tr>
<td>Possessive Marker</td>
<td>John’s cousin</td>
<td>John cousin</td>
</tr>
<tr>
<td>Plural Marker</td>
<td>I have five cents</td>
<td>I have five cent</td>
</tr>
<tr>
<td>Verb Agreement</td>
<td>He runs home</td>
<td>He run home</td>
</tr>
<tr>
<td>Habitual “Be”</td>
<td>She is often at home</td>
<td>She be at home</td>
</tr>
</tbody>
</table>
### Third Person Singular

#### Standard English: Irregular Third Person

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td>swim</td>
<td>we swim</td>
</tr>
<tr>
<td><strong>you</strong></td>
<td>swim</td>
<td>you swim</td>
</tr>
<tr>
<td><strong>he</strong></td>
<td>swims</td>
<td>they swim</td>
</tr>
</tbody>
</table>

#### African Diaspora Language: Regular Third Person

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<td>they swim</td>
</tr>
</tbody>
</table>
## Past Tense Copula Verbs

<table>
<thead>
<tr>
<th>Standard English: Irregular Past Tense</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td>he was</td>
<td>they were</td>
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## Reflexive Pronoun

### Standard English Reflexive Pronoun

<table>
<thead>
<tr>
<th>Possessive</th>
<th>Objective</th>
<th>Reflective</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>Me</td>
<td>Myself</td>
</tr>
<tr>
<td>Your</td>
<td>You</td>
<td>Yourself</td>
</tr>
<tr>
<td>His</td>
<td>Him</td>
<td>Himself</td>
</tr>
<tr>
<td>Her</td>
<td>Her</td>
<td>Herself</td>
</tr>
<tr>
<td>Its</td>
<td>It</td>
<td>Itself</td>
</tr>
<tr>
<td>Our</td>
<td>Us</td>
<td>Ourselves</td>
</tr>
<tr>
<td>Their</td>
<td>Them</td>
<td>Ourselves</td>
</tr>
</tbody>
</table>

### Irregular Reflexive Pronoun

- • Myself
- • Yourself
- • Himself
- • Herself
- • Itself
- • Ourselves
- • Ourselves
### Reflexive Pronoun

#### African Diaspora Language—Ebonics

#### Irregular Reflexive Pronoun

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</tr>
<tr>
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<td>Itself</td>
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<td>Their</td>
<td>Them</td>
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</table>
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 SEL

✓ I been known how to count.
✓ She want to know can she ride her bike.
✓ She jump rope
✓ The mother dress
✓ The mommie purse
Johnny is a hero

Johnny was intelligent. He was intelligent by taking people to his house so they can be in won 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.
Well, what I have learned 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?
Factors that Influence Academic Achievement in SELs

- Language Variation
- Status in Society
- Educator Attitudes (deficit perspectives)
It is not the student’s language that negatively impacts learning, rather it is the negative attitudes toward varient language forms and the students who use them, that create barriers to learning.
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.
Ngugi wa Thiong’o

✓ “The problem with colonialism is that it makes what is normal, abnormal.”
Ngugi wa Thiong'o

✓ In one of his lectures, Gugi expounded on how Colonialism had dismembered local communities in Africa by forcibly devaluing local languages and cultural forms and imposing colonial values.

✓ He asked his African audience to remember themselves, to return to their roots, to actively promote their languages, and give credence to their unique cultural identities within and outside academia.
Transforming Perceptions
Moving SELs Toward Academic & Career Success

Facilitate shifts in Educator Attitude toward non-standard languages.
Facilitate shifts in language instruction strategies.

Deficit → Difference
Cognitive → Linguistic

Corrective → Second Language Acquisition
Eradication → Additive
William Labov

Quote from Atlantic Monthly

✓ “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 Responsive Teachers

☑ Teachers who develop culturally consistent ways of interacting with students from different linguistic cultures, must adapt instruction so that diverse learners feel accepted and affirmed in the classroom.
ESSENTIAL KNOWING 3

How students Learn matters. Instruction must build on the learning styles and strengths of SEL students and make critical connections to who they are.
Instruction must accommodate cultural learning style differences

✓ Much of the research affirms that cultural and ethnic groups have distinct ways of processing information, interacting, communicating, and learning

(Gay 2000; Ladson-Billings, 2009; Pritchard, 2014)
Instruction must accommodate cultural learning style differences

✓ How students learn, the methods they use, and the resulting outcomes are important dynamics in the classroom that significantly impact instruction.
Instruction must accommodate cultural learning style differences

- SELs bring different cultural orientations to the task of learning, and how they process information and construct knowledge may differ from their more mainstream peers.

- Their cognitive, communication, interaction, and response styles are often at variance with traditional, European-centered styles of processing information that is often viewed as normative in American educational institutions.
How Student’s Learn Matters

✓ The relationship between the culture in which children live, and their preferred ways of learning, is directly related to academic, social, and emotional success in school.

P. Guild
Instruction must accommodate cultural learning style differences

- It is axiomatic that humans, consciously or subconsciously, apply their cognitive styles (their characteristic approaches to perceiving, thinking, and solving problems) to learning situations and that one’s cognitive style is very closely aligned with how one is socialized culturally.

- Thus, if SELs are to benefit from traditional American school experiences, their cognitive, communication, and interaction styles must be considered in designing instruction.
CULTURAL 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

- 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

Learning Styles of African Descent SEL Students

- 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
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.
Culture & Learning

Our ability to give every child a chance to succeed in school depends upon a full understanding of their culture and learning styles. Because effective educational decisions and practices must emanate from an understanding of the ways that individuals learn.

Pat Guild, 1994
ESSENTIAL KNOWING 4

“High Teacher Expectation” and “Academic Rigor” must define the learning environment for SEL students
Perceptions About Standard English Learners

A pervasive belief system by many educators that “these kids can’t”
Learning Styles

✓ Differences in the learning and behavioral styles of students and the style expected and preferred by teachers often contributes to:

✓ lowered expectations on the part of educators
✓ and lowered academic performance by the students.
Ogbu’s Theory of Cultural Ecology

STATUS IN SOCIETY

“Involuntary Immigrants”

“Involuntary Minorities”
Negative Stigmas Surrounding SELs

✓ The cultures of SELs are not viewed as a useful rubric for addressing their language/learning needs.
  ✓ Their cultures may be deligitimized in the classroom
  ✓ Schools often treat their language, prior knowledge, and values as aberrant
  ✓ Some teachers presume that their job is to rid SELs of any vestiges of their own language and culture.
  ✓ SELs are often led to believe, through actions, 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
Common Myths About SELs

✓ Their language has no sociolinguistic heritage
✓ Their language is incorrect, lazy broken English that reflects deficiencies in language acquisition
✓ Their language is slang
✓ Their language negatively impacts learning
Teacher Attitude and Classroom Practice

“If schools consider someone’s language inadequate, they’ll probably fail”

Stubbs (2002)
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

- African American
- White American

Perceived Ability:
- Above Average
- Average
- Slightly Retarded

46%
6%
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 African American Students

Guskin Study

- African American
- White American

Level of attainment:
- Drop Out of HS
- Graduate from HS
- Some College/Graduate

- 30%
- 7%
“Students define themselves through the lens of their Teachers”

Taubер 1997
“Self -Fulfilling Prophecy

Tauber, 1997

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. It becomes a self-fulfilling prophesy.
A Rigorous Curriculum
Academic Rigor

- Academic rigor is an essential characteristic of effective curriculum, instruction and assessment.
- Students learn when they are challenged to use the full range of their talents and intellectual abilities to address authentic and complex academic tasks in real-life events.
Principles that are responsive to the needs of students

CRRT Principle

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

Source: Carol Lee
Aptitude vs. Effort
A Fundamental Tension

Our strong belief in the importance of aptitude leads to a devaluing of effort.
Aptitude & Effort: What Relationship?

✓ Jeff Howard believes...
  ✓ Social construction of intelligence
  ✓ Effort creates ability
✓ People can become more intelligent through sustained and targeted effort
Think you can

Work hard

Get smart

Effort-based Intelligence

“Smart is not something that you just are, smart is something you can get

Work harder/Get smarter
Some mistakenly assume that rigor means making things more difficult. Others believe it means piling on the work. A few say that they can't define rigor, but they know it when they see it.

Rigor is not defined by the text -- it comes from what students do. It is not standard across a curriculum -- it is individual to each student's needs. It is not quantified by how much gets crammed into a school day -- it is measured in depth of understanding.

Brian Sztabnik
Rigor

✓ Rigor demands thought, engagement, discovery, and targeted effort, and it is measured by the degree to which students gain deeper understandings of ideas and concepts taught.

✓ Rigor encourages and motivates students to ‘build their brains’ through active engagement with learning experiences.
Increase Rigor and Hold High Expectation for SELs

✅ Rigor is the result of work that challenges students' thinking in new and interesting ways.

✅ It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know.  

Source: Brian Sztabnik
"ESSENTIAL KNOWINGS"

Knowledge of students’ culture, language, and learning styles along with high teacher expectations—in an academically rigorous learning environment—represents the ideal learning environment for educating all students.
“We have to improve life, not just for those who have the most skills and those who know how to manipulate the system. But also for and with those who often have so much to give but never get the opportunity.”

Dorothy Height,
*And Still I Rise*
CRRE LITERATURE for Educators

CRRE Literature titles are recommended for teacher and administrator learning collaboratives to build knowledge and understanding of culturally relevant pedagogy as an important tool in improving achievement in SELs.

www.lemoineandassociates.com
Reading References: **Linguistically Responsively Teaching**

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LeMoine, Ph.D.


