


The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are large and prominent, while others are small and subtle. They are scattered across the slide, with a higher concentration in the top-left and bottom-right corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

CULTURAL DIVERSITY IN ENGLISH LEARNING

CLAUDIA PERALTA, PH. D.
BOISE STATE UNIVERSITY



PRESENTATION

- DEMOGRAPHICS OF U.S
 - DEMOGRAPHICS OF IDAHO
 - RATIONAL
 - REASON PURPOSE OF THE STUDY
 - STUDY
 - FINDINGS
 - CONCLUSION
- 

STATS IN US EDUCATION

- FALL OF 2022, K-12 STUDENTS ENROLLED IN THE UNITED STATES (U.S.) PUBLIC SCHOOLS WAS 49.6 MILLION
- 22.1 MILLION WERE WHITE, 14.4 MILLION WERE LATINX, 7.4 MILLION WERE BLACK, 2,7 MILLION WERE ASIAN, 2.5 MILLION WERE OF TWO OR MORE RACES,
- 3.8 MILLION PUBLIC SCHOOL TEACHERS, 80 PERCENT WERE WHITE; NINE PERCENT WERE LATINX, SIX PERCENT WERE BLACK, TWO PERCENT WERE ASIAN
- EMERGENT BILINGUALS WAS 5.3 MILLION OR 10.6 PERCENT

STATS IN IDAHO

- IN 2020-2021, LATINX STUDENTS MADE UP 19 PERCENT (58,000).
- SEVEN PERCENT (21,000) WERE EB,
- AND 81 PERCENT SPOKE SPANISH,
- 3 PERCENT OF TEACHERS WERE LATINX

RATIONAL AND CONCEPTUAL FRAMEWORK

- COMMUNITY CULTURAL WEALTH (CCW) (YOSSO, 2005) AIMS TO IDENTIFY THE CULTURAL KNOWLEDGES, SKILLS, NETWORKS, AND ABILITIES DEVELOPED BY STUDENTS, FAMILIES, AND COMMUNITY MEMBERS TO “TRANSFORM AND EMPOWER PEOPLE OF COLOR”
- FUNDS OF KNOWLEDGE (MOLL ET AL., 1992) REFERS TO THE IDEA THAT CHILDREN BRING DIVERSE BACKGROUND KNOWLEDGE GAINED FROM THE FAMILY AND COMMUNITIES INTO THE CLASSROOM.

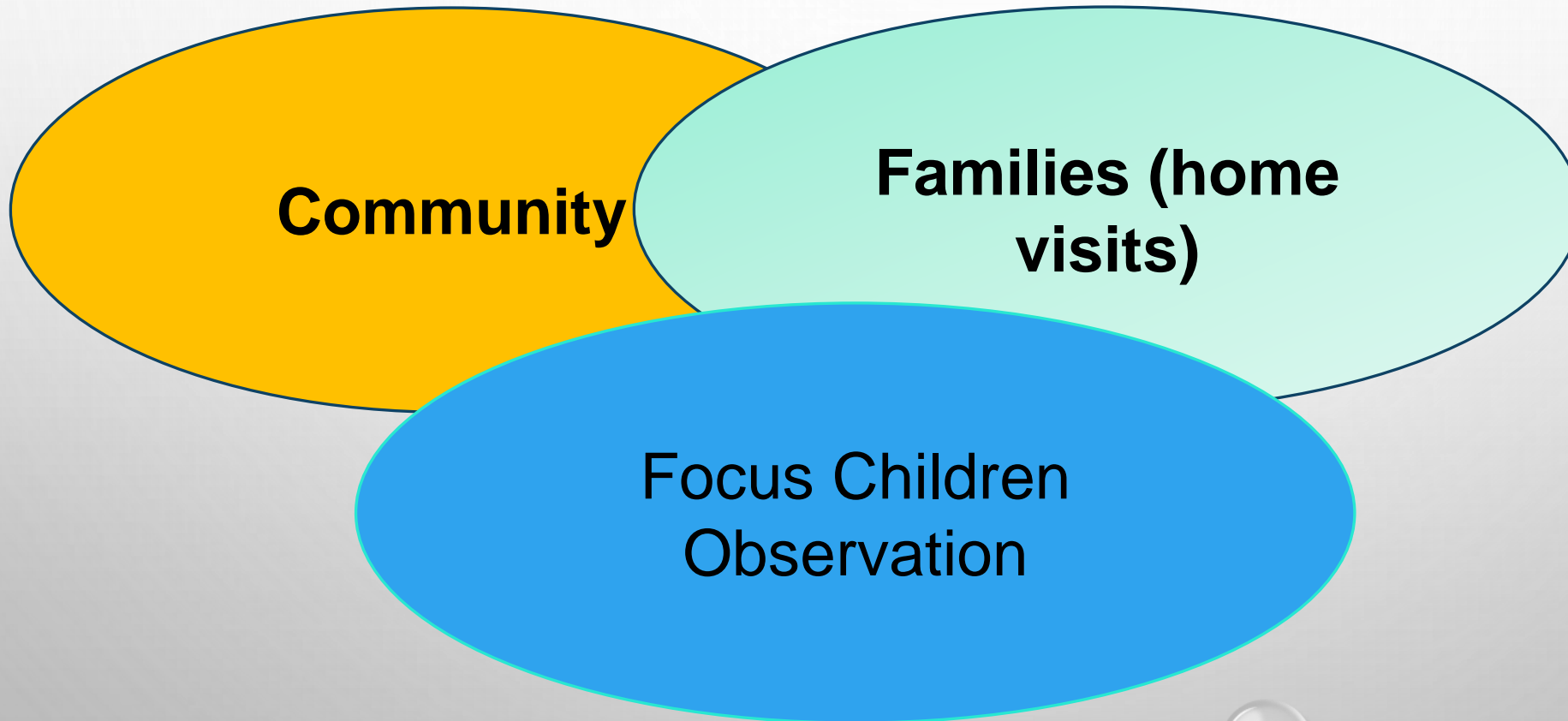
RESEARCH CONTEXT AND AIMS

- 150 GRADUATE STUDENTS (TEACHERS)-PRE POST SURVEYS,
- ENROLLED IN A YEAR LONG PROFESSIONAL DEVELOPMENT (REDO) PROGRAM
- OFFICE OF ENGLISH LANGUAGE ACQUISITION (OELA) 5-YEAR GRANT FOR \$2.1 MILLION
- WRITTEN NARRATIVES COLLECTED FROM 24 TEACHERS

METHODOLOGY


- THIS QUALITATIVE STUDY IDENTIFIES THEMES EMERGING FROM **TWENTY-FOUR NARRATIVES IN-SERVICE TEACHERS WROTE** FOR THE *CHILD COMMUNITY AND CONTEXT STUDIES (CCCS)* SIGNATURE ASSIGNMENT FOR A GRADUATE COURSE.

CHILD, COMMUNITY AND CONTEXT STUDY (CCCCS)






RESEARCH QUESTIONS

- HOW DID CCS INFORM EDUCATORS' UNDERSTANDING OF MULTILINGUAL FAMILIES, AND
 - HOW DID THIS INFLUENCE THEIR INTERACTION WITH STUDENTS AND FAMILIES?
- 



FINDINGS: COMMUNITY CULTURAL WEALTH

- ASPIRATIONAL CAPITAL
 - SOCIAL CAPITAL
 - FAMILIAL CAPITAL
 - LINGUISTIC CAPITAL
 - NAVIGATIONAL CAPITAL
 - RESISTANT CAPITAL
- 

ASPIRATIONAL CAPITAL

- *ASPIRATIONAL CAPITAL* IS THE ABILITY THAT LATINX PARENTS BRING THAT INVOLVES A PARENT'S ABILITY TO MAINTAIN HOPES AND DREAMS FOR THE FUTURE, EVEN IN THE FACE OF BARRIERS TO THE EDUCATIONAL PATH OF THEIR CHILDREN. IT INVOLVES PARENTS' ABILITY TO INSPIRE THEIR CHILDREN TO DO BETTER AND ACHIEVE MORE THAN THEY HAVE IN THEIR EDUCATIONAL GOALS.
- "THE BIGGEST THING I LEARNED IS THAT FAMILIES AND COMMUNITY MEMBERS ARE LIKELY MORE INVESTED IN MY STUDENTS' EDUCATION THAN I REALIZED."
- "FAMILIES DO NOT ONLY CARE ABOUT EDUCATION, THEY HAVE A STRONG PHILOSOPHY THAT IS SUPPORTIVE OF EDUCATION,"

LINGUISTIC CAPITAL

- THE INTELLECTUAL AND SOCIAL SKILLS LEARNED THROUGH COMMUNICATION EXPERIENCES IN MORE THAN ONE LANGUAGE AND/OR STYLE (YOSSO, 2005),
- I BECAME MUCH MORE AWARE OF THE IMPORTANCE OF THESE CHILDREN'S SPANISH LANGUAGE HERITAGE. I HAD NEVER THOUGHT OF THE INABILITY TO COMMUNICATE WITH A CLOSE FAMILY MEMBER, SUCH AS GRANDPARENTS. AS AN ENGLISH TEACHER, MY CONCENTRATION HAS ALWAYS BEEN ON MEETING THE IDAHO STATE STANDARDS FOR ENGLISH. I SEE VERY CLEARLY THAT FOR THESE STUDENTS, TO RETAIN AND DEVELOP THEIR SPANISH LITERACY IS MUCH MORE THAN AN EXTENSION IN THEIR EDUCATION; IT IS AN IMPERATIVE CONNECTION TO THEIR WHOLE FAMILY.

SOCIAL CAPITAL

- SOCIAL CAPITAL IS DEFINED BY THE CLOSE NETWORKS OF PEOPLE AND COMMUNITY FAMILIES HAVE AND THE HISTORY WITHIN THOSE NETWORKS.
- AS I OBSERVED THE COMMUNITY WHERE MY STUDENTS AND THEIR FAMILIES LIVE [...], THE INTERDEPENDENCE OF FAMILIES WAS EVIDENT. ALTHOUGH EACH FAMILY FUNCTIONS IN ITS OWN UNIQUE FAMILY UNIT, THEY ALSO RELY ON THE SUPPORT AND HELP OF THE NEIGHBORS TO CARE FOR [THE] CHILDREN AND TO NAVIGATE A NEW LANGUAGE AND CULTURE. STUDENTS PICK UP WORK FOR THEIR FRIENDS WHO MISSED SCHOOL. CHILDREN TRANSLATE FOR PARENTS AND OTHER [EMERGENT BILINGUAL] STUDENTS WHO ARE JUST LEARNING ENGLISH.

CONCLUSION

- I AM MORE INSPIRED THAN EVER TO CREATE AN EQUITABLE CLASSROOM WHERE ALL STUDENTS RECEIVE THE EDUCATION THEY DESERVE. I DEVELOPED A PLAN TO GET FAMILIES INVOLVED IN THE CLASSROOM. I'M ALSO WORKING WITH THE DISTRICT'S ENGLISH LEARNER COORDINATOR TO DEVELOP A BETTER PLAN FOR OUR DISTRICT'S EMERGENT BILINGUALS.

CONCLUSION

- EVERYONE HAS A STORY, AND IF YOU'RE WILLING TO TAKE A MOMENT AND LISTEN, IT IS AMAZING WHAT WE AS HUMAN BEINGS GO THROUGH EACH AND EVERY DAY. I HAVE LEARNED MUCH MORE THAN JUST THE REQUIREMENTS OF THIS ASSIGNMENT, BUT A LIFE LESSON THAT PEOPLE ARE TRULY AMAZING, AND THE STUDENTS THAT WALK THROUGH MY DOOR EACH YEAR ARE GIFTS. AS I LOOK TO THE FUTURE AND REFLECT BACK [...] I FIND MYSELF WANTING TO STAY IN TOUCH WITH THE FAMILIES AND STUDENTS, AND FOLLOW THEM ALONG THEIR EDUCATIONAL JOURNEY.

CONCLUSION

- [“ON LANGUAGE” BY TAMMY MELODY](#)