

Designing culturally responsive and culturally sustaining pedagogy for struggling adolescent and adult EAL learners

Dr Andrea DeCapua



Thank you for joining us for this online event. The session will begin at 9.00am and end at 10.30am (Australian Eastern Standard time).

Please note that:

- This session will be recorded and made available after the session to people who have registered for the event.
- The chat function will be used for comments and questions throughout the session
- Please remain muted until we move into breakout rooms.
- Any technical difficulties? Please use the chat function to talk to VicTESOL staff or email victesol@victesol.vic.edu.au



Designing Culturally Responsive and Culturally Sustaining Pedagogy for Struggling Adolescent and Adult EAL Learners

Webinar

September 13, 2021

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vicTESOL





Ways of thinking and learning
are shaped by
prior learning experiences

Terminology

- Struggling English as an Additional Language (EAL) Learners
- **Students with Limited or Interrupted Formal Education (SLIFE)**
- Low-educated language learners
- Low-literacy language learners
- Emergent literacy language learners

Struggling EALs (SLIFE)

No / interrupted / limited formal education

No / low literacy

Missing foundational knowledge

Unfamiliar with “doing” school

Other EALs (Not SLIFE)

Appropriate grade-level education

Age-appropriate L1 literacy

Grade-level content knowledge

Identity as learner



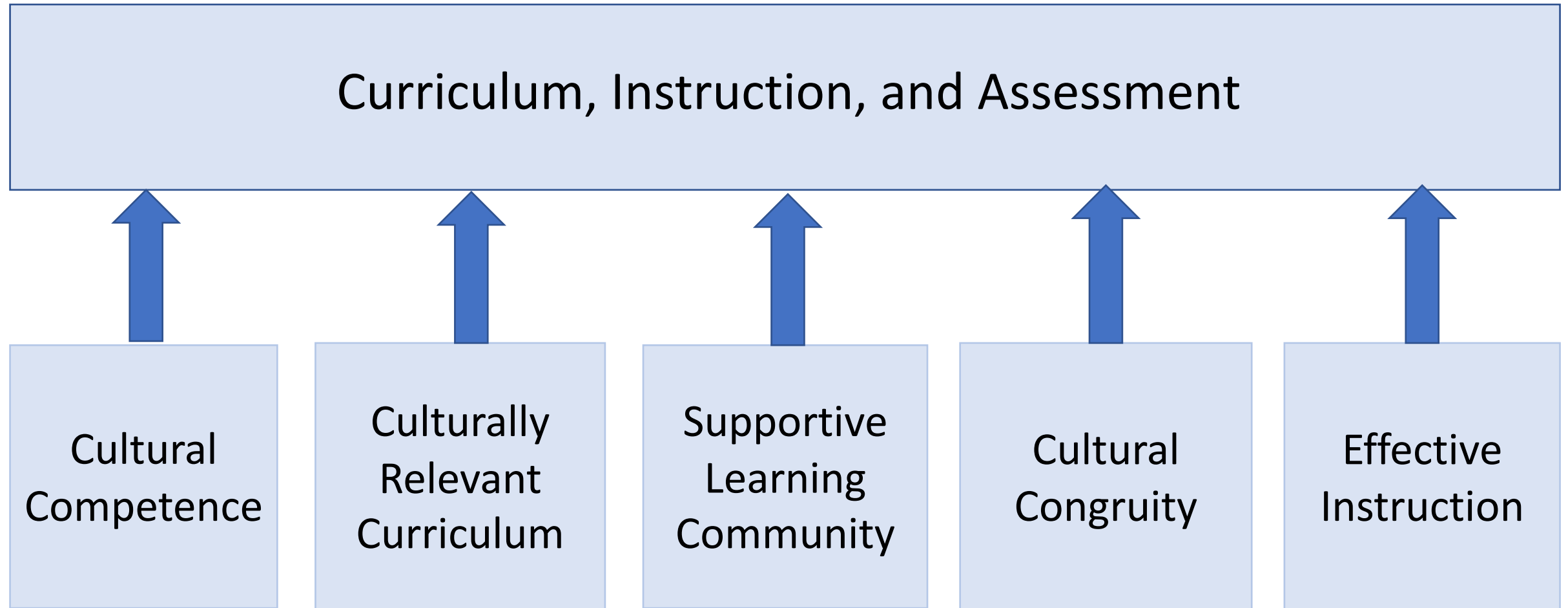
What do we mean by “limited” formal education?

Prior Education:

- Few or no textbooks
- Minimal supplies
- Little or no technology
- Teachers generally not highly trained
- Memorization, recitation, copying
- Sporadic attendance



Culturally Responsive and Sustaining Teaching



Teachers and learners assume that

1. the goals of K-12 instruction are to
 - a) produce an independent learner
 - b) prepare the learner for life after schooling
2. the learner is ready to
 - a) participate and demonstrate mastery on an individual basis
 - b) engage in literacy-based, classroom tasks



Underlying Cultural Differences

- Orality - Literacy
- Collectivism - Individualism
- Informal Ways of Learning - Formal Education

DeCapua VICTESOL September 14, 2021

Pakenham			Scheduled 4:55	Departing 1 min
Southern Cross	---	Clayton	---	Narre Warren
Flagstaff	---	---	---	Berwick
Melbourne Central	Caulfield	---	---	Beaconsfield
Parliament	---	Springvale	---	Officer
Richmond	---	Sandown Park	---	Cardinia Road
South Yarra	---	Noble Park	---	Pakenham
---	Oakleigh	---	---	---
---	---	Dandenong	---	---
---	---	Hallam	---	---

Next: 4:57	Cranbourne	Stopping All Stations	3 min
4:58	Frankston	Stopping All Stations	4 min
4:59	Pakenham	Express South Yarra -- Caulfield	5 min



Orality - Literacy

I never care about reading until I come here. In my country nothing to read but here, everywhere print, words and signs and books and you have to read

Collectivism



- “We” rather than “I.”
- People see themselves as part of interconnected whole
- Obligations to group crucial
- “Web” of relationships
- Group more important than the individual
- **Inter**dependence highly valued

Individualism



- “I” rather than “we”
- Personal efforts rewarded, praised
- Personal interests, desires primary
- Personal judgments, opinions valuable
- Personal responsibility essential
- **Ind**ependence highly valued

Informal Ways of Learning

- Revolves around immediate needs of family and community
- Grounded in observation, participation in sociocultural practices of family and community
- Has immediate relevance
- Centered on orality



Formal Education

- Age cohorts
- Knowledge separated into disciplines
- Literacy central and essential
- Based on academic ways of thinking and school-based, decontextualized tasks



The Hidden Challenge



Decontextualized
Tasks



Academic Ways
of Thinking

- **Definitions**

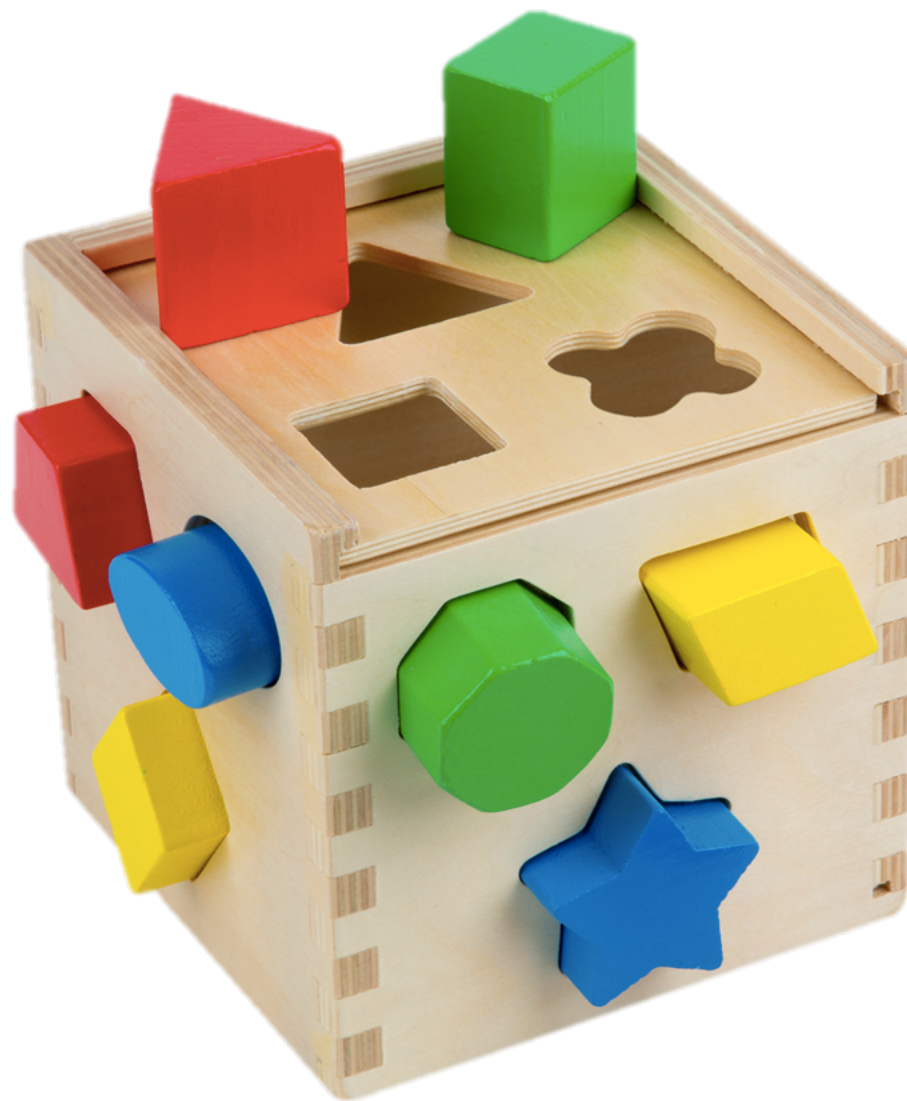
- What is _____?

- **True/False**

- Washington, DC is the capital of the U.S.
 - Sydney is the capital of Australia.

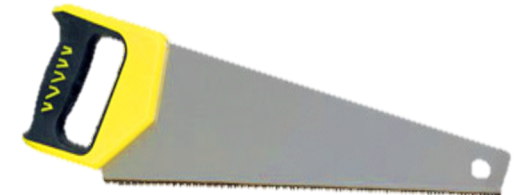


CLASSIFICATION



Multiple Choice Test Question

- What is the group?
 - Which ITEM does not belong in the group?
- a. the log
 - b. the hammer
 - c. the axe
 - d. the saw



(Luria, 1976)



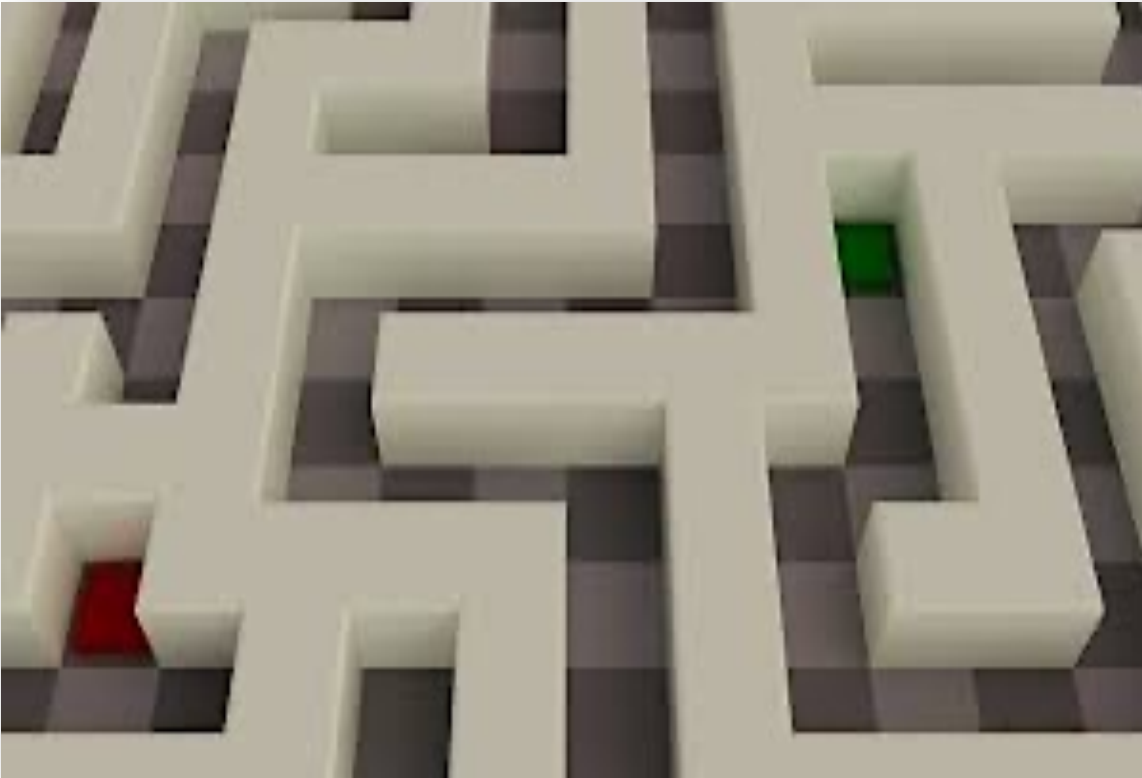
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 - b) engage in **literacy-based, classroom tasks**

Challenges SLIFE Face



- Learning a new language
- Developing literacy skills
- Learning content concepts
- **Adapting to differences in learning and expectations**
- **Acquiring new habits of mind: academic ways of thinking**

CULTURAL DISSONANCE

Different Learning Paradigms

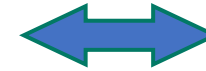
Aspects of Learning

SLIFE

Formal Education

CONDITIONS

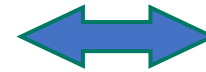
Immediate Relevance
Interconnectedness



Future Relevance
Independence

PROCESSES

Shared Responsibility
Oral Transmission



Individual Accountability
Written Word

ACTIVITIES

Pragmatic Tasks
based on
lived experiences



Decontextualized Tasks
based on
academic ways of thinking

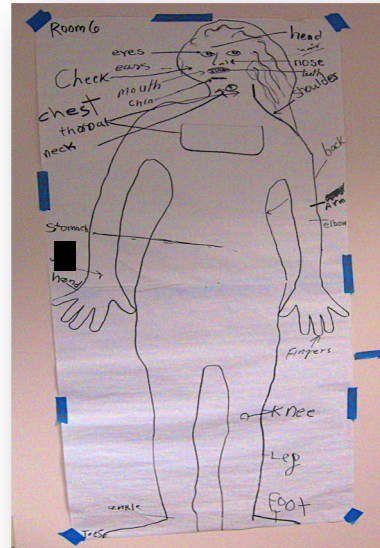
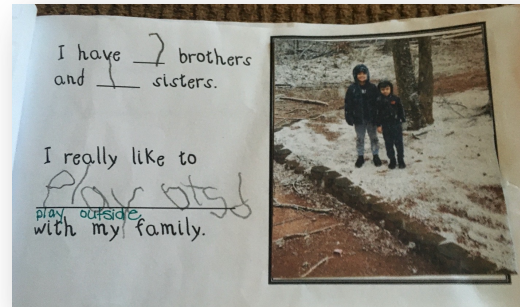
Mutually
Adaptive
Learning
Paradigm
(MALP) - A
Culturally
Responsive and
Sustaining
Approach

- Is a transitional approach that provides a ramp to formal education
- Is mutually adaptive because it takes
 - elements from students' learning paradigm
 - takes elements from formal education learning paradigm

Mutually Adaptive Learning Paradigm[©] (MALP[©])

Aspects of Learning	SLIFE	Formal Education
ACCEPT CONDITIONS	Immediate Relevance Interconnectedness	Future Relevance Independence
COMBINE PROCESSES	Shared Responsibility Oral Transmission <i>with</i> Individual Accountability Written Word	
FOCUS ON ACTIVITIES using <i>familiar</i> language & content	Pragmatic Tasks based on lived experiences	Decontextualized Tasks based on academic ways of thinking

Projects



- incorporate multimodalities
- multilevel
- multiage / multigenerational
- interdisciplinary
- culturally responsive
- concrete, tangible
- creative
- easily incorporate MALP



KISS (Keep it Simple Sweetie)

- manageable
- structured
- recurring
- use available resources

Surveys



Name John Date _____


Using Bar Graphs

Activities for Battling Boredom

Directions: Ask each student in the class each question. Record their YES answer only on the paper.

QUESTION	COUNT
Example: Do you eat Italian food?	10 (10 students said yes, do not record the students who said no)
QUESTION	COUNT
1. Do you play video games?	
2. Do you listen to music on your MP3 player/iPod/CD player?	
3. Do you eat at Chinese restaurants?	
4. Do you talk on your cell phone?	
5. Do you go to the movies?	



		
1.		
2		

Sample Project - Timelines



Survey

When is your birthday?

When is your _____'s birthday?
(sister, brother, mother, uncle . . .)

Sample sentence frames

My birthday is on _____.

My birthday is on the _____ of _____.

Mrs. Aquino's birthday is on June 21st.

Her birthday is on the _____ of _____.

It is after Juan's birthday.

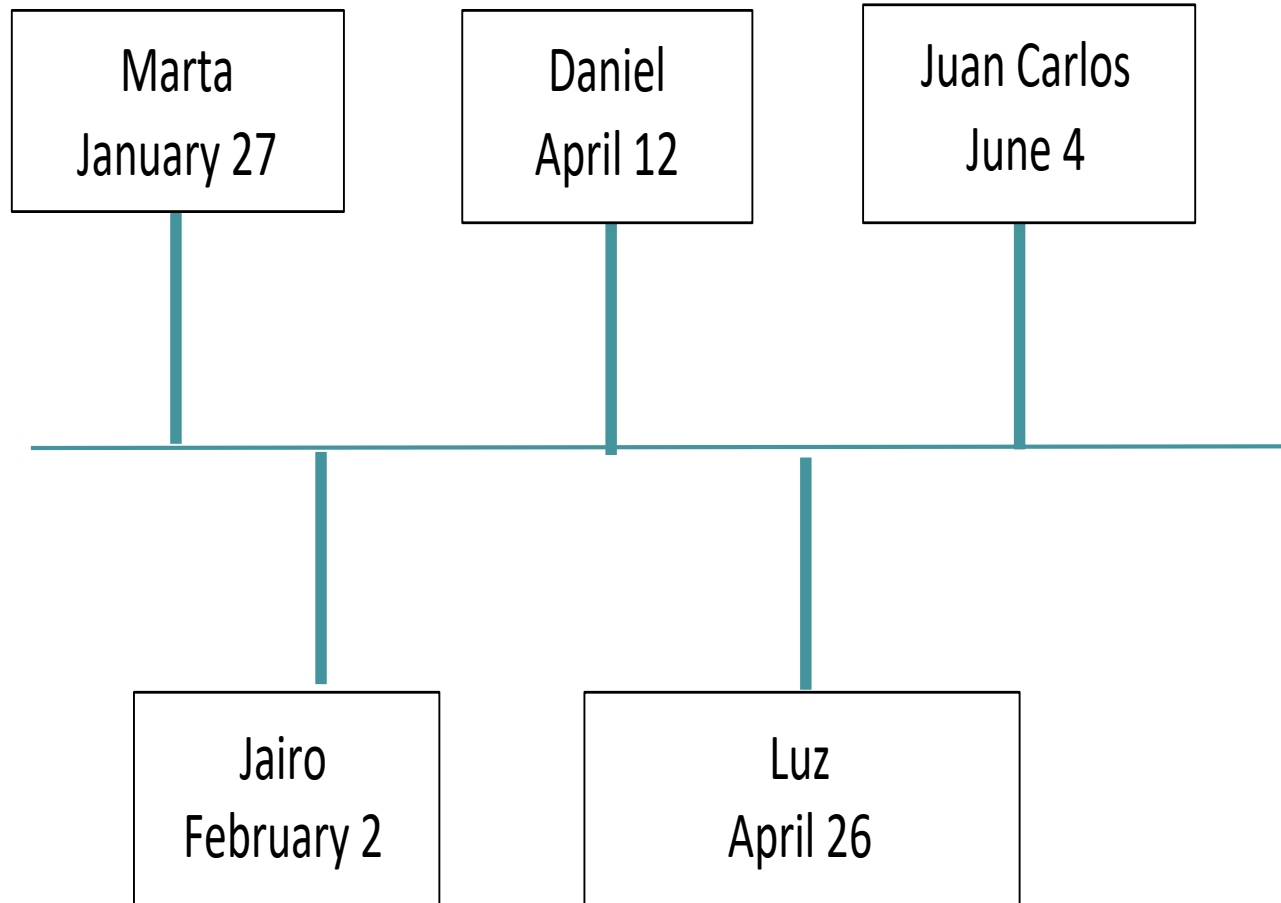
Juan's birthday is on _____.

_____ birthday is on _____

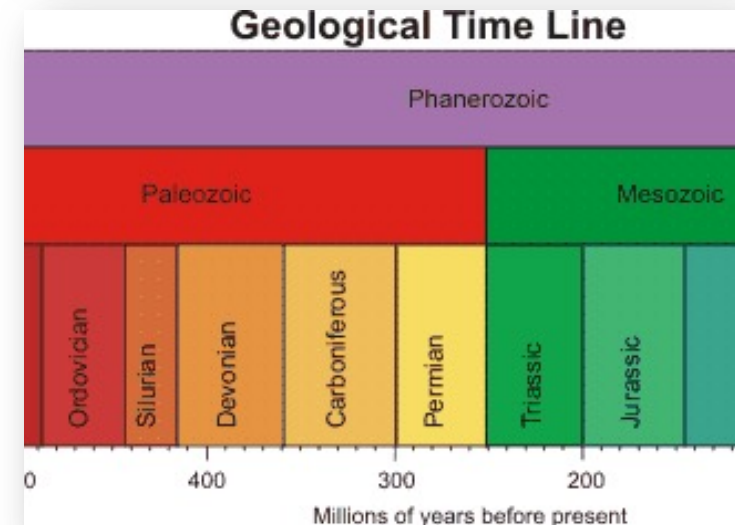
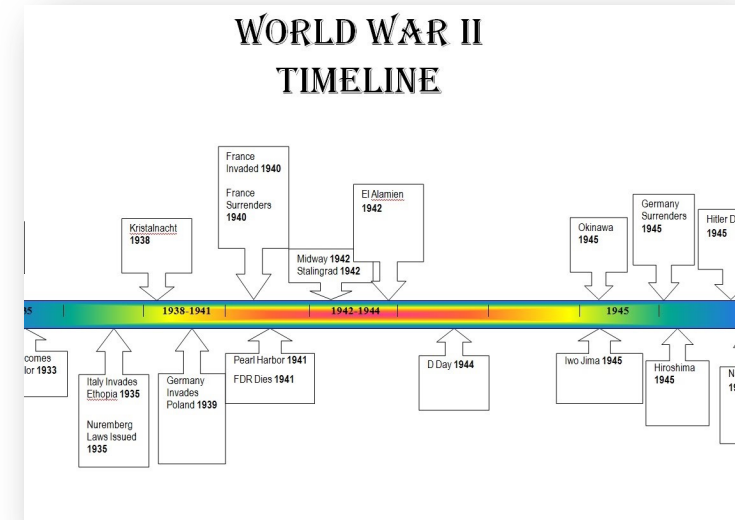
It is before Mrs. Aquino's birthday.

(Thanks to Ann Marie K)

Sample Project - Timelines



(Thanks to Ann Marie K)



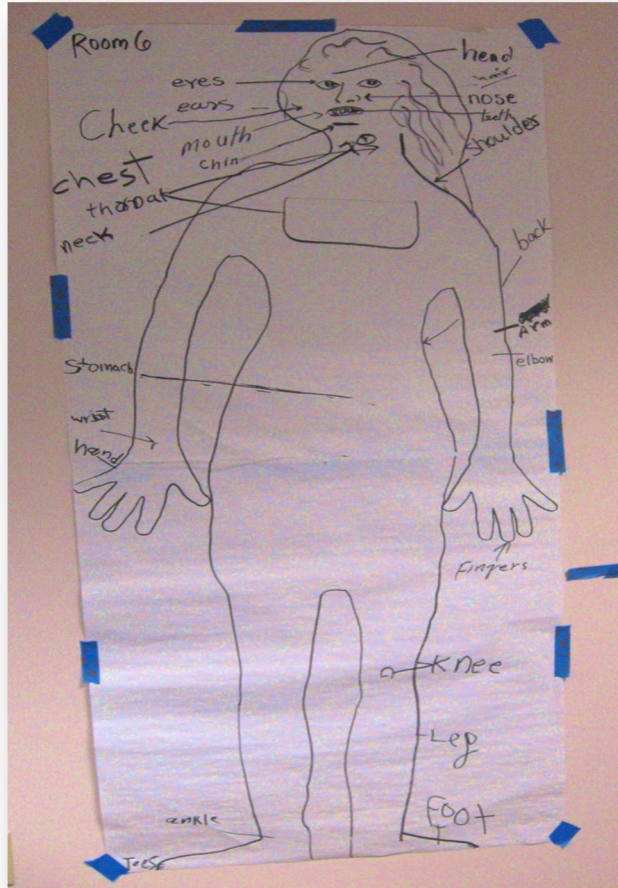
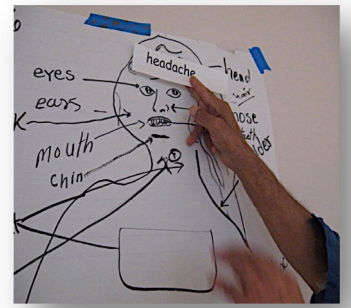
MALP[®] Teacher Planning Checklist

A. Accept Conditions for Learning
A1. I am making this lesson/project immediately relevant to my students' lives. Explain:
A2. I am helping students develop and maintain interconnectedness with each other. Explain:
B. Combine Processes for Learning
B1. I am incorporating both shared responsibility and individual accountability. Explain:
B2. I am scaffolding the written word through oral interaction. Explain:
C. Focus on New Activities for Learning
C1. I am developing academic ways of thinking using familiar language and content. Explain:
C2. I am teaching students how to engage in decontextualized tasks to demonstrate their mastery of these new ways of thinking. Explain:
C3. I am anchoring these new activities for learning in familiar language and content. Explain:

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Sample Project- Poster

Sample Activities



- Sort words by first letter/initial/final sound
- Oral & written
My ____ hurts. I have a headache.
My stomach hurts. I have a stomachache.

- Word bank sentence completion:

elbows, joints, knees

The ____ and ____ are both ____ that help us move.

The knees and elbows are both joints that help us move.

- Sentence scrambles

(Thanks to Sara Cole)

Sample Project: Recipes



Math – measurement, conversion, fractions, proportions, multiplication, division

Science – chemical interactions

Academic ways of thinking – process, order, cause and effect, analysis

(Thanks to Joanne)

Changing Mindsets: From Deficit to Difference

Difference View

Deficit View



Orality
Collectivism
Informal Ways of Learning

Literacy
Individualism
Formal Education

Small Group Discussion – Zoom Breakout Rooms

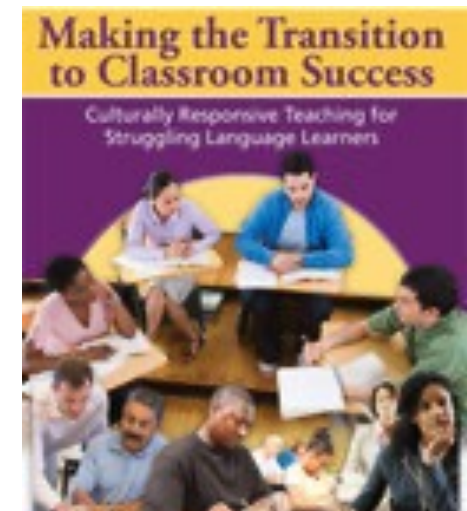
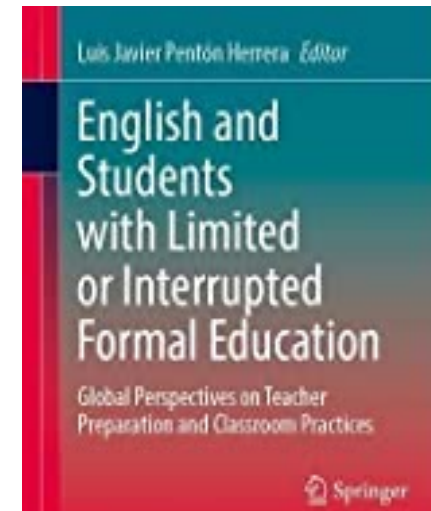
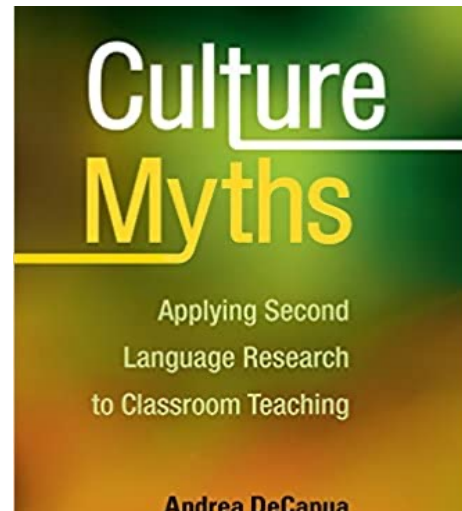
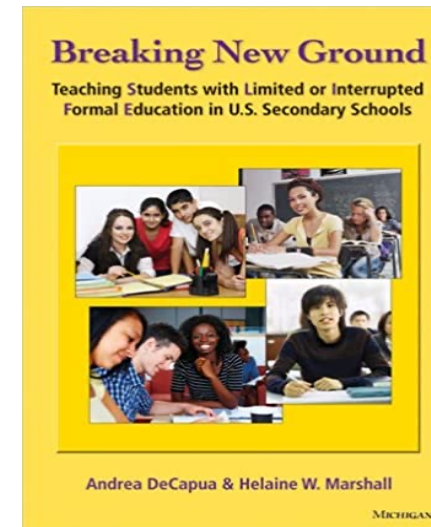
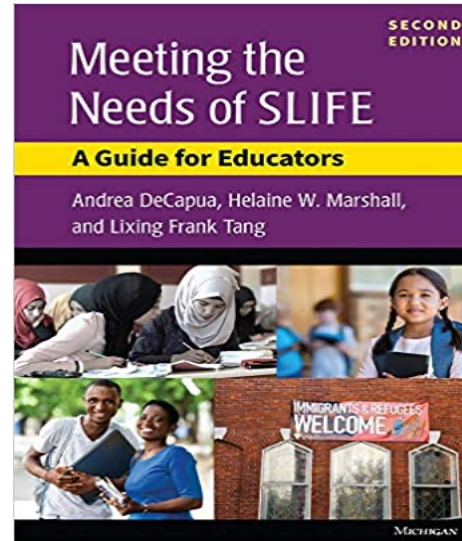
- What did you find most relevant from today's webinar? Can you explain why?
- How do you see yourself using MALP® to foster culturally responsive and sustaining teaching?
- What project(s) do you see yourself implementing with your learners?
 - This can be one [adapted] from the webinar or any other one, keeping in mind KISS 😊

Thank you!

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Evaluation Survey



We would love your feedback on this session. Please complete the survey by using this QR code or clicking on the link in the chat function. We will also email the link to you in the coming days.

