CULTURALLY AND LINGUISTICALLY SUSTAINING WRITING PRACTICES

Audio Transcript

Abstract

Transcript to accompany the video of the same name. This piece introduces teacher educators to culturally and linguistically sustaining pedagogy in writing and strategies which address cultural and languaging practices used in bilingual communities, along with inclusive education principles.

BranchED
Austin, TX
## Table of Contents

Culturally and Linguistically Sustaining Writing Practices Audio Transcript .............................................. 3

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Overview (01:04)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Slide 3 (01:40)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Slide 4 (02:37)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Slide 5 (03:19)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Slide 6 (05:03)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Slide 7 (05:48)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Slide 8 (08:28)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Slide 9 (09:39)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Slide 10 (10:56)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Slide 11 (12:25)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Slide 12 (14:13)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Slide 13 (15:12)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Slide 14 (15:53)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Slide 15 (17:32)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Slide 16 (19:41)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Slide 17 (20:38)</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Slide 18 (21:13)</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Slide 19 (21:54)</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Slide 20 (25:57)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Slide 21 (29:09)</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Slide 22 (29:34)</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Slides 23-24 (31:24)</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Culturally and Linguistically Sustaining Writing Practices

Audio Transcript

Introduction
Hello I’m Dr. Joanna Wong, associate professor in the college of education at California State University, Monterey Bay, right here in the elementary education program. My research and teaching address language and literacy education for culturally and linguistically diverse learners.

Hello, my name is Dr Christian Faltis. I’m a professor in the college of education at Texas A&M International University in Laredo, Texas. My research and teaching pay attention to bilingual education and bilingual teacher education working primarily with a Spanish speaking emerging bilingual children and youth.

Our presentation addresses a need and strategies to provide k through 12 students from racialized linguistic backgrounds with culturally and linguistically sustaining writing instruction.

Overview (01:04)
In our presentation we’ll begin with an overview of US demographics, with attention to students’ linguistic diversity. We will then provide an overview of the theories that inform our conceptual framework for culturally and linguistically sustaining writing pedagogy and highlight educational issues, including color evasiveness in writing pedagogy that perpetuate inequities and missed opportunities for racialized and linguistically diverse students. We end our presentation with instructional strategies for culturally and linguistically sustaining writing pedagogy within a writing process approach to instruction.

Slide 3 (01:40)
In 2018, 10.2% of K through 12 students in the United States were emergent bilinguals identified as English learners. We use the asset-based term of emergent bilinguals rather than English learners which reflects a deficit orientation towards bilingual students prioritizing English proficiency and ignoring their use of a home language. Instead, emergent bilingual, highlights the multiple languages bilingual students already have and also recognizes dynamic ways in which they use language. And we can see here that in 2018 the top five languages spoken by emergent bilinguals were Spanish with almost 75% of students who spoke another language speaking, Spanish, and followed by Arabic, and Chinese with no distinction on which Chinese language, then Vietnamese, and then Somali.

Slide 4 (02:37)
In California, the most linguistically diverse state in the US over two and a half million students spoke a language other than English in 2018. This accounted for 41 and a half percent of California students over 1 million of those students were emergent bilinguals, the top five languages spoken were Spanish followed by Vietnamese, Mandarin, Arabic, and then Cantonese. In Monterey county where I teach is home to the second highest concentration of emergent bilinguals in the state. The largest population of emergent bilinguals reside in Imperial county just north of the Mexico border.
Slide 5 (03:19)
All right, you know Texas has a great deal of linguistic diversity in the state and, as you might imagine
Spanish is the top language used in homes and in communities in Texas, with 7.4 million students.
About 60% of students in schools are about are emergent bilingual who learn English in schools.
Spanish is followed by Vietnamese there’s a very large Vietnamese community in Texas, and then we
have Mandarin, Tagalog and Urdu. Where I work in Laredo is right at that sort of the top of the Rio
Grande Valley, most of the families and students in the schools here in Laredo enter school speaking
Spanish primarily and some are already emergent bilingual as they enter school, but the entire
population of like a little is 98% are bilingual individuals or bilingual family as you go down South
towards the bottom part of Texas there, the Rio Grande valley down to Brownsville, the majority of the
speakers, there are also Spanish speakers. Up in the corner there up in the panhandle part of Lubbock
and those areas you find fewer speakers of languages other than English but there, there are pockets in
there, as well. As well as in Austin, San Antonio, Dallas in those areas as well.

Slide 6 (05:03)
Chris and I teach in the two most and linguistically diverse states in the US. In our teacher preparation
work, we aim to prepare teachers who are student-centered with an assets perspective towards our
students from diverse racial cultural and linguistic backgrounds, who actively work to integrate students’
lives as resources into the curriculum. We are keenly aware of the resource and opportunity gaps for
racialized linguistic minority students. Winn and Johnson capture this problem and their statement, “We
are still amazed during our work at schools at how many students do not have opportunities to
introduce themselves through writing, build empathy through literature, or simply be asked what kinds
of writing and reading they are doing and beyond the school walls.”

Slide 7 (05:48)
The real problem here is that much of the writing pedagogy that’s taught in our teacher education
programs, and indeed in our colleges of education and high schools and so forth, is a very color evasive
approach to teaching writing. And by that we mean that. you know the idea that there are there any
other ways to write or that you can pull on any other resources other than what a white edited standard
English speaker would use. Is that is the main way that writing is presented.

So here when teachers shut the door to the classroom it’s really “naive to think that teachers and
students alike are suddenly free of cultural and societal ideologies constantly working on them. Students
and their teachers do not leave their race, ethnicity, sexuality gender, language or class in a heap
outside the door. So, nor can they dismiss themselves from the inclusion and dominant discourses.
Racial discourse influences writing pedagogy. So not to examine its influence in the classroom not only
reifies its dominance, but ignores the context in which writing is produced. It also completely ignores
the marginalization of people of color.” This is by Pimentel, Pimentel, and Dean.

And you see there on the right of painting called you Eugenolinguistic Ideology. Here you have a
painting that tongue white of people of color. And that, of course, can refer to speaking and writing so
imagine that the push towards only using English in the classroom only being able to read and write in
English is done from a white perspective. And so what we’re trying to do is say that there are ways that
we can engage in writing pedagogy that is culturally and linguistically sustaining.
As writing teachers, we need to continually examine our own pedagogical practices how our pedagogical practices reproduce color blindness in writing and to challenge the dominance of whiteness and English only in writing.

**Slide 8 (08:28)**

Now let’s go to educational issues in writing pedagogy. So here we look at children have differential access to developing as writers in US K 12 schools and primarily we’re talking about public schools here. First of all, we have to consider that teachers, they integrate their beliefs their experiences and resources into enacted writing pedagogy. Secondly, teachers report inadequate preparation to teach writing just in general, not only the kind of writing that we’re talking about. And thirdly, children from marginalized populations and low-income schools more often, you see mechanics focus, basic writing skills instruction, with few opportunities for meaningful complex writing development. This practice is oppressive and based on Eugenolinguistic ideology which seeks to erase the abilities of students in the classroom.

**Slide 9 (09:39)**

Research on teacher preparation to serve linguistically diverse students eliminate several issues. Teachers have reported inadequate teacher preparation to work with their bilingual students. Another problem is that teachers who remain the majority white middle class, a monolingual in the US too often hold deficit perspectives towards their bilingual students, with some believing it is not their responsibility to serve the emergent bilingual students in their classrooms. Accordingly, emergent bilingual students aren't adequately supported to meet academic writing demands. Finally, underprepared teachers exclude bilingual children and youth are inviting is taught using color evasive English only pedagogies that serve to assimilate bilingual children of color and eradicate their language and culture.

Instead we offer a framework and strategies for culturally and linguistically sustaining writing pedagogy to disrupt educational inequities perpetuated by deficit based racio-linguistic ideologies towards bilingual children of color with goals to leverage children’s cultural and community literacies and practices as resources for learning.

**Slide 10 (10:56)**

So, I began the Semester in my elementary literacy methods course with this quotation from one of our course texts from ideas two words by Laman:

“The beginning of the school year is typically sprinkled with getting to know you activities- interest surveys summer vacation stories hobby posters, etc. But these activities mean little unless they trigger deeper conversations and create real human connections. We sometimes forget that the foundation of our curriculum is children's lives. If we don't value and recognize their lives and acknowledge their experiences, then any instruction we provide is a house without a foundation, unstable and and impermanent. The diverse cultures and languages of our students are invitation to learn about the world and ourselves. Through exploration we affirm diversity...build learning communities that value home languages as well as English, and remind all students of the value of examination and reflection.” (Laman 2021, p. 10)
I then invite teacher candidates to pause and consider the statement what resonates for them and then share their thoughts or discussion about implications they have or how they will approach writing instruction in their own classrooms and literacy and language instruction in general.

**Slide 11 (12:25)**

So here is our conceptual framework, and you can see that it’s a it has three circles there culturally sustaining pedagogy based on the work of Django Paris and Samy Alim; inclusive pedagogy based on the work of Alfredo Artiles; and, of course, which many of you know about probably funds of knowledge based upon the work of Luis Moll and his colleagues at the University of Arizona. Now, CSP culturally sustaining pedagogy and inclusive pedagogy address intersections among racism, classism, monolingualism, heterosexuality and ableism, and how these constructed on the bodies of children, youth and their families. How these our (?) on the bodies of children, youth and their families. We also draw on a funds of knowledge perspective as a way to counter these forms of exclusion and, as you know, funds of knowledge is the idea that communities have these additional resources and ways of doing things and making sense of the world in which they live. And we want to bring those funds of knowledge into the classroom to counter the forms of exclusion that are often found in classrooms, with a focus on writing practices that draw on what children and youth both know and do in their lives.

**Slide 12 (14:13)**

We offer six strategies for writing pedagogy that is culturally and linguistically sustaining.

One: provide meaningful consistent daily opportunities for students to share and talk about the writing with peers.

Two: invite students to use their full communicative repertoire including primary languages and translating ordering.

Three: use multilingual texts as mentor texts to model and affirm diverse languages literacies, including Black English and cultural backgrounds.

Four: ensure writing curriculum is challenging and connects the students’ experiences, interests, families, and communities.

Five: engage students to learn about cultural practices and worldviews different from their own through writing and

Six: build students critical consciousness and provide opportunities for them to use their voices to examine and address societal iniquities.

**Slide 13 (15:12)**

One assignment in my literacy methods course is to have pre-service teachers develop a mini writing unit of study. One goal of this lesson planning assignment is for pre-service teachers to intentionally integrate students’ funds of knowledge with goals to sustain cultural community and language practices. Instruction should provide high challenge and high support to cultivate students writing development and intellect. Pre-service teachers are asked to describe scaffolding support and accommodations based on students identified strengths and needs. And pre-service teachers are expected to identify a metric text that serves as the model of the type of writing students will learn to compose using the writing process.
So what is a writing unit of study? A unit of study approach to writing instruction teaches students, how to write through focused, systematic, and choice-driven inquiry experiences focused on specific types and genres of writing.

Students learn how to write with explicit instruction through thoughtfully designed writing mini lessons that teach skills and strategies for the writing process and use a mentor text for analysis and modeling of the target genre. Teachers support students through the writing process during writing workshop following the mini lesson when students are writing independently and sharing with a writing partner.

A writing unit, guided by a culturally and linguistically sustaining pedagogical framework asks teachers to also integrate the six strategies previously introduced. Some examples of instructional practice include. Providing ample opportunities for student choice, including selection of topics identification of goals they have as writers and then also foci for reflection at the end of the lesson at the end of a writing unit of study. And also writing practice instructional practice should include multiple windows of opportunity for students to learn about new topics, gain new perspectives through writing, supported by a mentor texts representative of diverse communities and language varieties.

As teachers begin to develop their own writing user study, invite them to review the six strategies and plan for how they will integrate them into their curriculum.

This is the assignment description I provide teacher candidates in our program. As you can see here, they are tasked to design a mighty a mini writing a study that sequences six to ten writing lessons to teach students to develop a composition. through writing process instruction. This includes pre-writing, drafting revision, editing and publishing.

They begin by identifying the common core state standards for writing and their state aligned ELD standards to focus instruction. And so you can see, there are several criteria for them to include in their unit of study overview. One is this describe the learners in their classroom and their prior knowledge in that lead to these lessons. Number two: identify and describe the central focus. What is the learning target? What is the theme of the writing unit of study? What are they examining, exploring as central questions and big ideas through writing? And then listing the aligned ELA common core writing standards and any other disciplinary standards of this is an integrated content area unit of study and then identifying the aligned State ELA standards.

Fifth, right, this is really important here, providing a rationale statement of how these lessons are culturally and linguistically sustaining for their students. Listing and ascribing scaffolding supports accommodations for emerging bilingual and any students with learning plans and additional needs. This really responds to the inclusive nature of instruction. And then identify how they will assess students so Basically, this will be a writing rubric. Identifying at least one mentor text, if not several, and then listing any sources that they drew on for inspiration for the lesson planning.

All right, so how do I decide what to teach for my writing unit of study? And so here we're going to provide a state-based example. And so, when you plan for your writing unit of study obviously you begin by looking at the CCA ELA writing standards for your grade level, and you want to identify the text type
that you will teach. If that's a narrative, opinion, formed opinion, or an argument or if it's some sort of informative explanatory writing that you want to do, and here you can see, on this chart here are a number of examples of these kinds of things, and these are the California common core state standards ELA K five writing standards.

**Slide 17 (20:38)**
What genre will you teach? After you decide what text type, you will teach, identify the genre. Students become excited and motivated to write when they are provided with authentic writing experiences, meaningful genres for writing, and strong responsive instruction. Choose mentor texts from published authors to use for analysis along with developing your own teacher sample. Include mentor texts that represent diverse backgrounds, experiences, and language varieties.

**Slide 18 (21:13)**
This is a table of the three texts types: narrative, informative/explanatory, and opinion/argument writing required by the common core state standards. The purpose of narrative writing is to tell a story be real or imagined the purpose of informational explanatory writing is to inform or instruct others. The purpose of opinion argument writing is to influence others to initiate change and action. Each type of writing includes many different genres consider what genres are meaningful and important to your students, as you make decisions about how and what you will teach students to do as writers.

**Slide 19 (21:54)**
All right, and we’re almost coming to the end here we’re looking at now the writing process, which a few of you already may be experienced in. And the idea of the writing process, not only do we just put down writing at one time that we go through a process and this reflects how we know that strong writers approach their writing. It's helpful for writers, to have the skills and strategies for writing, so teaching students each stage of the writing process over time, for different types of writing, helps them to become very skilled and strong writers.

So looking at the first stage of the process is really pre-writing. This is where students generate ideas. They think about what they want to write about. What are some possibilities? That they're going to write about elephants. Are they going to write about, some things that happened in the neighborhood, or skateboarding? Or if they're going to talk about a particular argument they want to make about some sort of policy in their community. So you want to generate ideas that develop their ideas and then plan how they might go about taking on the particular genre that they’re going to do.

Then they draft of course, and that means to get their ideas down. You just put them down and you try to get a sense of what it is that you want to say and who your audience is, and how much you want to say and what examples you might want to get those kinds of things in there it's in draft form.

But here in this in the third stage you go through a vision, you want to make changes to the craft and the content of the writing. This is where you might think about how could you say things differently to do add more content be more specific, give an example, really try to revise it. Again, you're not focusing here, in these early stages, on on you know correct spelling or grammar and those kinds of things you're really trying to get the ideas down.
The language or languages that your students are attempting to write it where you make changes to the mechanics and those kinds of things is during the editing process, and this can happen with. With help from your teacher when you have other groups that serve as editors to sort of ask questions about your spelling punctuation the way that you've expressed yourself grammatically. In the written forms, either in any language that you're writing so you're trying to get those into a sort of an edited form.

That kind of a form that we have in the audience that you have would be acceptable to a larger audience and then, finally, you would publish that paper and publishing here means. The sense that you would create a final draft that reflects the revisions that you've made. And the edits that you made in consultation with others and others who have read your paper and suggested things and you've made those edits and then you share this public. Writing is published writing or with an audience that audience can be remember you're not always writing for a teacher who's going to grade your paper. You might be writing to a teacher as a trusted friend, you might be writing to another group of students, you might be writing to some government officials and policymakers. You might be writing something for the newspaper and things like that, so there are multiple audiences and in the writing process, you want to be sure that you have opportunities for your students to write to multiple audiences.

**Slide 20 (25:57)**

After identifying your purpose and goals for your writing unit of study and considering the different ways in which you will support and scaffold students through the writing process, I invite our the teacher candidates to design lessons right to really propel so they are very clear about how they will help students reach instructional goals here.

Each lesson must have the following:

The content objective and aligned language objective—this language objective is really important, because that means that the pre-service teachers are really analyzed what are the language expectations? What what type of language do students, need to be able to express their ideas and writing what additional supports where they need to be able to communicate effectively in in the language they choose to write in. And then how will teachers assess the product of each lesson right, so they will know how students are progressing, identify their strengths to build on, and then scaffold for additional needs that emerge as students are developing their compositions.

And so, within each lesson teacher should be really thoughtful about how they will provide direct, explicit instruction with supports. And so, they're asked to really think about the components of a lesson, starting with connections right and so making conduction system runs prior learning activating the schema and and also activating are making connections to students funds of knowledge and their background knowledge and so around about the drama fighting and then the topic that they will be writing about and perspectives were to providing that clear instruction, whether it be direct explicit with modeling and or with some share practice during that teach.

And shifting into providing opportunity for some guided practice right so that way, the teacher is providing additional support. Students have that social practice interacting with peers, as are working through the strategy and skill for that state of the writing process as the focus of that lesson and the teacher clearly links what they've just been practicing and learning and the mini lesson to what students will do in either a small group or independent practice. And so students during an independent practice are continuing to develop their compositions with support from teachers and peers they move into
sharing their work and the teachers thinking about in the lesson design, you know what aspects of the writing students will be invited to share with a writing buddy at the end of the lesson and then bring them a lesson to a close and so that includes reviewing the objectives, having a syringe reflect on what they learn to do as writers. And then making connections how students will use these strategies and skills for writing in their own lives and in future lessons.

Slide 21 (29:09)
These are the writing templates that are the writing unit of study templates I provide students. They're the same, they just have a different page layout depending on you know what is easier for the teacher to use in their design of the mini writing unit of study and all the components and criteria are provided in this template.

Slide 22 (29:34)
And, in closing, we just want to emphasize that culturally and linguistically sustaining writing opportunities for all students be authentic, they're consistent, students are engaged as writers daily. Writing for them is purposeful right, and so they have a sense of the audience and the goals that they are working towards as writers.

Writing and literacy overall is used for social purposes right and so writers are rehearsing their ideas, sharing their ideas and development as writers, and celebrating their growth—reflecting on their growth as writers and celebrating along with their peers, who are also developing as writers alongside them.

Writing is challenging, so they are engaged in higher level thinking, right, that is supported and scaffolded teacher appears. There as writers are encouraged to take risks right to try new ways of writing of expression, ways of using language. Writing opportunities are affirming re students are are invited to tap into their cultural and community practices and bring that into the classroom, into the writing. Along with ways in which they use language in different communities that's reflected in their writing. And ultimately writing opportunities for them are powerful they know that their voices have impact right, on others around them and have the potential to transform and change the world.

Slides 23-24 (31:24)
Thank you so with that we just want to share references for our presentation and then our contact information.
Thank you all.