"YOU'RE IN AMERICA. SPEAK ENGLISH!": CHALLENGING RACISM AND LINGUICISM THROUGH A TRANSLINGUALLY RESPONSIVE PEDAGOGY

Dr. Rashi Jain Associate Professor English Language for Academic Purposes Program The Scholarship of Excellence in Teaching Montgomery College January 18, 2019

A QUERY TO BEGIN WITH...

When someone says in a public space, "Speak English, you're in America!", we are appalled. (Or we should be.)

And yet, in our own college courses, we tell our students, "This is an American class. Speak English <u>only</u>!", or variations of the same idea.

Why?

Why should voicing English proficiency be equal to silencing another language?

Why should acquiring English proficiency be equal to giving up the ownership over other languages?

Why should English proficiency be equal to Language X, Y, and/or Z deficiency?

A MULTILINGUAL (AND MULTICULTURAL) U.S.

- A changing U.S. landscape -- a much more (visibly) multilingual and multicultural one
- And yet languages other than English tend to be silent (and silenced) in many public and formal spaces, including classrooms

Growing linguistic diversity at home

% speaking a language other than English at home



U.S. COMMUNITY COLLEGES: A GLOBAL MICROCOSM

Community colleges:

- serve the community
- attract minority, immigrant, and international students (and faculty & staff)
- are amongst the most diverse higher education settings in the U.S.

Educational goals in a globalized world

To be successful in today's world, our students need to be

- translingual: able to use codes from different languages in contextually appropriate ways
- interculturally competent: recognize and navigate cultural boundaries successfully
- demonstrate global competencies: investigate the world, recognize and weigh perspectives, communicate ideas, and take action

	N INTERNATIONAL STUDENTS AT ASSOCI	
Acade 2017/18	mic Year: Search Inst	itutions:
Rank	Institution	International Students
i	Houston Community College System	6,118
2	Lone Star College System	3,366
3	Santa Monica College	3,354
4	De Anza College	2,718
5	Valencia College	1,901
6	Montgomery College	1,877
7	Norther Wirginia Community College	1,681
8	Miam-Dade College	1,678
9	Green River College	1,646
10	Foothill College	1,621
11	Seattle Central College	1,436
12	Orange Coast College	1,433
		de la

MONTGOMERY COLLEGE: A SUPER-DIVERSE CONTEXT

The most racially and ethnically diverse CC in Continental U.S. (The Chronicle of Higher Education)

Student Demographics - Fail 2017 Gender Headcount Female 12,205 Male 10,670 Eithnicity Asian 2,636 Black 6,261 Hispanic 5,617 Multi-Race 662 Nat. Ame. & Hawaii Pacif. Isl 118 While 5,225 Foreign & Unkown 2,336 Age 20 and under 9,943 21 - 29 8,702 30 and over 4,230 Residency 1946 Takoma Park/Silver Spring Campus 1950 Germantown Campus 1978 Employee Status - Fail 2017 Total FT PT Total Employees 1,154 1,863 1,291 Credit Faculty 1,331 481 850 WD&CE Faculty 338 0 338 Out - of - State 1,4815 Credit Faculty 1,331 481 850 Support Statif 198 735 63	STUDENT DEMOGRAPHICS			ANCE	MONTGOMERY COLLEGE AT A GLANCE				
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Phone: 240-567-5000 OIRE New-to College 4.228	fEnrollmen	% of		51 Mannakee Street, Rockville MD 20850					
	18.5%	4,228	OIRE New-to College		-5000	Phone: 240-567			
International Students (I.I.E.) 1,898	8.3%	1,898	International Students (I.I.E.)						
Office of Institutional Research & Analysis All non-citizens 6,131	26.8%	6.131	All non-citizens	sis	Office of Institutional Research & Analysis				
9221 Corporate Blvd. Rockville MD 20850 (represents 165 foreign countri	s and areas	5 foreign countries	(represents 16	9221 Corporate Blvd. Rockville MD 20850					
www.montgomerycollege.edu/research Took Web-Based Classes 5,820	25.4%	5,820	Took Web-Based Classes						

Students with Disabilities

Preparatory Coursework

1.546

5,998

6.8%

26.2%

Phone: (240)567-7316 Fax: (240)567-9129

December 20, 2017

MC has a diversity score of 0.78 (Community College Review)



TRANSLINGUALLY RESPONSIVE PEDAGOGY (TRP): THE THEORETICAL UNDERPINNINGS

- Focuses on communicative competence, not replacement of one language (variety) with another language (variety), nor denigration of any language (variety)
 - Because the linguistic contexts are inequitable, especially in academic settings, it *is* important to teach all students the codes of what is valued as 'standard' and 'correct' in academic settings, but to do so in ways that do not discriminate against or devalue other languages and language varieties.
- Understands that English as a pluricentric language
 - Variations within English as a global language
 - Many 'standard Englishes'
 - Local variations in the English language codes, histories, and cultures
- Challenges linguicism
 - Linguicism: Discrimination based on language and the the idea that *a* language 'variety' is more 'correct' or more 'important' than another (e.g. 'Standard' English vs. AAE; English vs. Spanish)
 - The use of any language should feel like a choice, not an imposition.

TRP IN THE CLASSROOM: THE APPLICATION

- Raise student awareness
 - language use
 - E.g. Variations within English (aluminium vs aluminum)
 - cultural ways of organizing information
 - E.g. Linear logic vs. cyclical logic
- Plan classroom conversations
 - Encourage students to use all languages responsibly
 - Facilitates inclusive communication when working in small groups (e.g. group French speakers together for some activities)
 - Enables a natural shift from common 'home' language 1 (e.g. French or Spanish) to common target language 2 (in this case, Academic English) as students complete assigned tasks
- Design course assignments
 - Encourage students to bring in their L1 or C1 as appropriate into their assignments
 - Writing about their identity or what 'home' means to them
 - Presenting pertinent information from global contexts (e.g. the students' home countries)

TRP IN THE CLASSROOM: THE IMPACT

- Build students' confidence about themselves as capable language users and learners
 - Validating their existing bilingualism/multilingualism, while building their translingual competence
 - Creating spaces for students to draw upon their identities and lived experiences in meaningful ways
- Engage students in the learning and acquisition of academic English more deeply
 - Students are more receptive to new ideas and rules pertinent to Standard American English
 - Students gain more metacongnitive awareness of how to use these ideas and rules in contextuallyappropriate ways
- Prepare students for global academic and professional realities
 - Academic skills, including critical thinking, that students will be able to apply to future coursework
 - Successful interpersonal and intercultural communicative competence that students will be able to use in local and global multilingual settings

NEXT STEPS?

Composing a textbook, which will eventually be openaccess (= free for students; = available to colleagues to use and adapt in their own classrooms)

Thank you!



PRESSBOOKS		Home Read	
CONTENTS		ADVANCED INTEGRATED SKILLS FOR ACADEMIC ENGLISH LEARNERS	
troduction			
Course Units	-		
Global Competence		Introduction	
Globalization and Community Colleges			
Global Migration and Transnational Migra	ints		
The Global Food System		Dear Student,	
Understanding Academic Skills	-	Welcome to ELAI 990!	
Writing Academic Compositions		My name is Dr. Rashi Jain, and I am your course instructor. I am delighted that you've chosen to take the course. This is an advanced integrated skills course in academic	
Giving Academic Presentations		English for multilingual speakers of English. The course emphasizes reading and aural	
Researching and Citing		comprehension of academic input, and also explores the appropriate use of academic English in writing expository essays and short responses to readings and lectures.	
I. Grammar and Vocabulary Review	-	This Advanced Integrated Skills textbook has been designed especially for you. As an	
Building Academic English Vocabulary		English language learner who is acquiring advanced integrated skills in academic English. you will be able to use this book as a complement to the course site. Before we go into	
opendix		the course content, here are two important tasks to complete.	
spendix		The Syllabus	
		In most U.S. college courses, the instructor will provide students a document called 'a	
		syllabus'. A syllabus contains important information about the course. For instance, the	
		syllabus may list the learning outcomes of the course. In other words, the syllabus will tell you what you skills you will acquire and tasks you will be able to complete by the end	
		of the course. The syllabus may also provide information about grading, assignments,	
		deadlines, and so forth. Some instructors even provide a schedule that describes what course content would be covered each week.	
		The ELAI 990 course syllabus is available on the course site. Make sure to read the	
		The ELAI 990 course syllabus is available on the course site. Make sure to read the syllabus carefully and refer to it throughout the semester for general course questions.	

The Student Background Survey