

Welcome to Week 3: Centering Culturally Responsive Teaching



Welcome to Week 3 of our course!

This week, we will be meeting synchronously on **Monday, February 8 from 4:30 to 5:45 pm**. Here is the Zoom link and dial-in information for our class meeting:

Join Zoom Meeting : <https://salemstate.zoom.us>

[/j/6394312997?pwd=VGJOWkNVb1IKbSs1aERzaIBLblk4QT09](https://salemstate.zoom.us/j/6394312997?pwd=VGJOWkNVb1IKbSs1aERzaIBLblk4QT09) (<https://salemstate.zoom.us>

[/j/6394312997?pwd=VGJOWkNVb1IKbSs1aERzaIBLblk4QT09](https://salemstate.zoom.us/j/6394312997?pwd=VGJOWkNVb1IKbSs1aERzaIBLblk4QT09))

- Meeting ID: 639 431 2997
- Passcode: TESOL
- One tap mobile
 - +13126266799,,6394312997#,,,,,0#,,522831# US (Chicago)
 - +19292056099,,6394312997#,,,,,0#,,522831# US (New York)
- Dial by your location
 - +1 312 626 6799 US (Chicago)
 - +1 929 205 6099 US (New York)
 - +1 301 715 8592 US (Germantown)
 - +1 346 248 7799 US (Houston)
 - +1 669 900 6833 US (San Jose)
 - +1 253 215 8782 US (Tacoma)
 - Meeting ID: 639 431 2997
 - Passcode: 522831
 - Find your local number: <https://salemstate.zoom.us/u/adIJ4tvVdW> (<https://salemstate.zoom.us>

[/u/adIJ4tvVdW\)](#)

Last week, we explored how to embed culturally responsive practices in our literacy instruction for the purposes of connecting our instruction to our students lives. We also investigated the linguistic environment of our students and brainstormed how to bring the linguistics landscape into our literacy teaching.

This week, we continue to explore critical literacy for teaching reading, writing, and vocabulary to our multilingual learners. We will do this by zooming out of our local contexts and explore a more global way by getting to meet and discuss literacy teaching and learning in México.

Weekly Objectives: Upon completion of this week's coursework, we will be able to:

1. center culturally responsive and globalized approaches to literacy teaching in our lesson planning.

To-Do:

1. Read about the [University of Guanajuato, our partners there, and the COIL international exchange component to our field experiences.](#) (<https://elearning.salemstate.edu/courses/1337752/pages/what-is-coil>) We will interview each other in breakout rooms to learn about their experiences teaching and learning literacy in another language. You will earn 1 hour of field experience for this exchange.
2. Revisit critical literacy by examining the nine aspects of critical literacy in [NCTE's Key Aspects of Critical Literacy](#). (<https://ncte.org/blog/2019/07/critical-literacy/>). This article will serve as a foundation for our interviews with our Guanajuato peers, who will talk a little bit about their research topics. When you read this article, consider how their topics can contribute to our own understanding of these nine aspects of critical literacy.
3. Read Myth 4 in Folse's *Vocabulary Myths*, one of our textbooks for this course. Reflect on how translations can contribute to our goal of embedding more culturally inclusive approach to vocabulary development.
4. Take notes on the readings, paying particular attention to new terms/concepts and how it relates to teaching and learning literacy practices in a new or additional language. Consider thinking about interview questions you might wish to ask our peers in Guanajuato. Here are some ideas:
 - *What drew you to the focus of your graduate study? Your research?*
 - *What experiences have you had with teaching and/or learning languages? Teaching literacy?*
 - *What is language teaching/learning like in your context?*
 - *What do you think are the central issues in teaching reading and writing in new language?*

To working with multilingual students?

- *What role does culture play in language teaching and learning in your context?*
- *What ideas from your research do you have for our classrooms here?*

Bring these notes to our Zoom session on Monday.

5. Our colleagues the University of Guanajuato are making special time to attend our class this Monday. Unfortunately, they cannot do the same 4:30 pm time for our last scheduled class together on Monday, May 10. Instead, they have invited us to join their class on **Friday, April 30 at 7 pm**. If you are willing to join their class, I would remove the requirement to attend class on May 10. If you are not available to join the Friday, April 30 class at 7 pm, you may come to our regularly scheduled class on May 10. :-) Please choose a date for your last class on this Google Form: <https://forms.gle/Xug994tuFs8eXgW8A> [_ \(https://forms.gle/Xug994tuFs8eXgW8A\)](https://forms.gle/Xug994tuFs8eXgW8A)

Resources:

- [Agenda & Slides for Zoom class on 2/08](https://docs.google.com/presentation/d/1o5m49F3YNOZPeOUmB4mQrc9HEuiShMhbRbDI7uH5AIM/edit?usp=sharing) [_ \(https://docs.google.com/presentation/d/1o5m49F3YNOZPeOUmB4mQrc9HEuiShMhbRbDI7uH5AIM/edit?usp=sharing\)](https://docs.google.com/presentation/d/1o5m49F3YNOZPeOUmB4mQrc9HEuiShMhbRbDI7uH5AIM/edit?usp=sharing)

See you on Zoom!

HOME [\(https://elearning.salemstate.edu/courses/1337752/pages/welcome-to-eds-slash-eng-799\)](https://elearning.salemstate.edu/courses/1337752/pages/welcome-to-eds-slash-eng-799)