Preface

Over the past years the population of English Language Learners (ELLs) has skyrocketed entering the United States (U.S.) public schools (National Clearinghouse for English Language Acquisition, 2011; Samson & Collins, 2012; Snyder, 2014). The number of ELLs in public schools has risen 70%, while the total enrollment has increased by only 14% (Snyder, 2014). Yet, ELLs’ academic achievement has trailed behind that of their native English-speaking peers (Ford, 2011). The purpose of this book is to further the discussion and provide research proven techniques to assist with topics such as culture teaching activities, understanding of biculturalism, cultural competence, culture misconceptions, and CORE traits and personal practices that will assist educators to become an interculturally responsive leader in a second language classroom.

A critical question that is consistently addressed in the book is that of the lack of intercultural training of teachers and leaders. More specifically, educator preparation programs, alternative education programs, and educational entities are not properly developing educators to handle the diversity and globalization of our student population. With a demographic breakdown heavily represented by minorities and a majority student population of Hispanic students, the need for administrators to lead a comprehensive, effective English Language Learner program is critical to student achievement and success (Ford, 2011; Rodriguez, 2011). With the increase of culturally diverse students (Martinez, 2005) and a decrease of culturally diverse teachers (Assaf, Garza, & Battle, 2010; Gargiulo, 2010; Walker-Dalhouse & Dalhouse, 2006); a cultural mismatch within the classroom is produced (Barnes, 2006; Colombo, 2005; Cooper, 2007; Lessow-Hurley, 1996; National Center for Educational Statistics, 2007; White-Clark, 2005; Wiggins, Follo, & Eberly, 2007). Many researchers (Barnes, 2006; Colombo, 2005; Cooper, 2007; Lessow-Hurley, 1996; White-Clark, 2005; Wiggins, Follo, & Eberly, 2007) agreed that culturally diverse students do not receive adequate educational support due to the cultural incongruence between student and teacher.

Educators are inadequately prepared to teach children of varied cultures and several studies have suggested that multicultural professional development is needed for everyone as the world becomes more globalized (Batchelder, 2008; Bradley, 2007; Genesee, Lindohlm-Leary, Saunders, & Christian, 2005; Keengwe, 2010; Webster & Valeo, 2011). The cultural continuum (framework for intercultural professional development) is depicted below and was developed as a result of a previous study on Intercultural Responsiveness:

Generally, educators have an awareness of cultures and a sensitivity to cultures, but few actually have the skillset of how to appropriately respond to students and faculty of different cultures (Banks, 2004; Gay, 2002; Lenski, Crumpler, Stallworth, & Crawford, 2005). This book will guide professionals who want to improve their understanding of implementing Intercultural Responsiveness (IR) among second
Monocultural

Mejia and Navarro (2008) defined monocultural as being a culture dominated by one group. Monocultural institutions are guilty of attempting to reform ways of thinking and doing in the dominant culture (Özturgu, 2011). This single lens of thinking can and will create an environment of no growth and non-inclusive decisions being made for the institution.

Cross-Cultural

Cultural competence is a set of skills to be able to interact effectively with diverse culture groups (Martin & Vaughn, 2007; Wiggins et al., 2007; Yee, 2002); many times in cross-cultural situations (Cross, Bazron, Dennis, & Isaacs, 1989). Fries (2006) and Lynch and Hanson (1993) defined cross-cultural as communication between two different cultural areas. McAllister and Irvine (2002) suggested that cross cultural competence is needed by teachers who teach at culturally diverse schools.
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Figure 2. Response to cultures continuum  

Multicultural

Multiculturalism pertains to or is represented by many different cultures (Fries, 2006; Gargiulo, 2010). Banks (2007) and Gloor (2006) described it as relating to many different cultures. Many of our educational institutions contain a multicultural environment but the educators lack the understanding of these many cultures and how they interact.

Intercultural

Intercultural competence is having the ability to appropriately interact effectively in intercultural situations through vehicles such as self-reflection (Guo et al., 2009), attitude, and intercultural knowledge (Deardorff, 2006). Defined by many (Brander, Cardenas, Gomes, Taylor, & de Vicente Abad, 2004; Deardorff, 2006; Fries, 2006) intercultural implies interaction between two or more cultures. According to DeJaeghere and Zhang (2008), when professional development is about cultural issues then intercultural competence is increased.

Figure 3. Intercultural responsiveness
Awareness

Being culturally aware can be defined as viewing cultural diversity as an asset while addressing multicultural issues in the society (Ponterotto & Pedersen, 1993). Obtaining the awareness of cultures is a relatively easy process, but one that should be strategic with the acquisition of the awareness of the cultures that dominates the institution.

Sensitivity

Intercultural Sensitivity has been defined as being interested in other cultures, sensitive to notice others, and modify own behavior (Bhawuk & Brinslin, 1992). Sensitivity is an important construct of Intercultural Responsiveness (IR) because the institution must be interested in all cultures represented by students and teachers, methodic in presenting those cultures in a positive light, and training individuals to modify their personal behavior to be sensitive to all cultures.

Responsiveness

Cultural Responsiveness is defined as the ability to learn from and relate respectfully to people from your own and other cultures (National Center for Culturally Responsive Educational Systems, 2005). Being able to respond to other cultures is the pinnacle of becoming interculturally responsive and is a process that must be learned. One must be aware, and sensitive, before they can become responsive. The triad works collectively and does not stand alone in its purpose.

Intercultural Responsiveness

*Intercultural Responsiveness* (IR) was defined as a merging of multicultural awareness, intercultural sensitivity while cultural responsiveness is overlapping both along a cultural awareness continuum (Jones, 2013). The target audience of this book will be composed of professionals and researchers working in the field of education and working to improve their Intercultural Responsiveness to meet the needs of our students and teachers. This book is available to the educational area focusing on pre-service and in-service teachers. The case studies and instructional scenarios will be formatted for professional development presentations and professional opportunities. Each second language acquisition component will be practitioner-based making it an easy and enjoyable read for the audience and potentially able to breakdown for faculty meetings and professional learning communities. The book is appropriate for all who educate. Parents, pre-service teachers, in-service teachers, administrators, teacher education professors, regional education service centers and higher education leaders will able to utilize the book.

THE CHALLENGES

It goes without saying that globalization has transformed the face of our educational institutions and that many of the educators that are teaching these diverse classes and leaders that are leading these multicultural institutions are not appropriately prepared to address the needs of these ever-changing demographics.
And any attempt to deal with the problem demands an adequate understanding of the challenges that exist in the new millennium. Such challenges can be classified into four categories:

- The challenge of educators being inadequately prepared to teach students of other cultures.
- The challenge of educators being equipped with second language acquisition knowledge.
- The challenge of the application of reflection.
- The challenge of establishing appropriate plans.

The challenge of educators being inadequately prepared to teach students of other cultures. Numerous studies have shown pre-service teachers were inadequately prepared to teach culturally diverse students (Ladson-Billings, 2005; Nathenson-Mejia & Escamilla, 2003; White-Clark, 2005) and ELLs (Fregeau & Leier, 2012; Keengwe, 2010; Wong, Fehr, Agnello, & Crooks, 2012). Researchers (Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger, 2006; Walker et al., 2004) suggested teachers have little experience with diverse students and are unprepared to provide an equitable education to their students.

The challenge of educators being equipped with second language acquisition knowledge is prevalent. “The number of school-age children (ages 5-17) who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009” (Aud et al., 2011, p. 30). Keigher (2009) reported 67% of United States public schools were reported to have at least one ELL. The author noted the gap between the amount of culturally competent trained teachers of ELLs and the number of ELLs in United States public schools reflects that teachers cannot simply enter the class with thoughtful ways to work with ELLs. Teachers must meet instructional and linguistic needs of these culturally diverse students (National Education Association, 2008). Diverse culture groups continue to move the United States, while the diversity of the teacher population is minimizing (Nieto & Bode, 2008) resulting in major challenges for pre-service teacher preparation and professional development (National Education Association, 2008).

The challenging of implementing reflection. Reflection is an important process of practitioner growth and is needed for educators to incorporate substantive growth. A reflection model was developed to assist educators in the acquisition of the intercultural traits of awareness, sensitivity, and responsiveness. These reflective questions enable the educator to reflect on cultural situations and think through how the situation was handled and how behavior can be modified. A true practitioner in education is reflective and utilizes this process on a continual basis.

The challenge of establishing appropriate planning. Henkin and Steinmetz (2008) along with other researchers (Banks, 2004; Ford & Whiting, 2008) posited that strategic planning and careful monitoring of cultural diversity education is needed in teacher education programs to help provide an equitable education for all students in future teachers’ classrooms.

SEARCHING FOR A SOLUTION

According to Hongyu and Lu (2013), Self-actualization is the basic need, the ultimate goal and a continual process of growth for human beings, and demonstrates itself in the form of peak experience in psychology.

Educational dilemmas are often discussed, and then discussed more, and then discussed even more without true solutions being found or a true direction of change being implemented. It is time for solutions and no more discussion on the topic of Intercultural Responsiveness (IR). This book will exemplify those solutions that will enhance and improve the second language classroom for all educators.
This book will aim to provide relevant theoretical frameworks and the latest empirical research findings in the area. It will be written for professionals who want to improve their understanding of implementing Intercultural Responsiveness (IR) among second language learners. Jones (2013) defined Intercultural Responsiveness (IR) as a merging of multicultural awareness, intercultural sensitivity while cultural responsiveness is overlapping both along a cultural awareness continuum. Providing case studies and instructional scenarios from the educator’s perspective on second language acquisition while embedding Interculturally Responsive (IR) behaviors will benefit all stakeholders.

According to Eaton (2010), trends in global education are changing from a teacher-centered to a student-centered approach. The researcher found that learning other languages was an empowering trend in global education. The focus is no longer on “grammar, memorization, and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe” (Eaton, 2010, p. 5). Technology has been a key to global education which has broken geographical and physical boundaries. Students are able to communicate using technology capabilities, language support, and cultural skills (Eaton, 2010). As global education becomes more culturally friendly, assimilation in the United States needs to continue to be culturally inviting (Sheffield, 2007).

**ORGANIZATION OF THE BOOK**

The book is organized into 15 chapters. A brief description of each of the chapters follows:

Chapter 1 explores global leadership practices. The leaders who responded were from eight different states in the U.S., and they all worked in higher education settings. The successful global educational leaders shared C.O.R.E. personal practices they implement: Compassion for others, Open communication, Respectfulness, and Ethnorelativism. These personal practices enabled these higher education
faculty members to not only lead in a global environment, but also to prepare students to become global citizens who are not only competitive in the global market, but who will also make positive contributions to sustaining our global world.

Chapter 2 aims to investigate the role of culture in English language preparatory programs in Istanbul, Turkey by gaining insights on what types of culture teaching activities native and non-native EFL instructors use in their classroom, finding out if there are any difference between the two groups and finally, identifying to what extent they implement culture during their teaching time. The findings revealed that both groups of instructors agreed that language and culture are closely related and that culture should be integrated in classrooms frequently to help students to become intercultural speakers as well as become more competent in how to develop a relationship with people of other languages and cultures.

Chapter 3 provides scholarly support, which incorporate researched-based information that will provide a deeper understanding of biculturalism. Bicultural education must expand the spectrum of choice for cultural identity that students will eventually make, but should not make choices for them. Biculturalism encompasses more than just cultural behaviors. Individuals choose aspects from their culture and receiving cultures and integrate them into one that does diminish either custom.

Chapter 4 provides an overview, promotes awareness for cultural competence, and illustrates various forms of deficiencies in multicultural education among educators in the United States. It is understood that most individuals naturally acculturate themselves with those whom they have connections with and are most comfortable with. This is no different among minority students who are new to the United States. Cultural norms must be acknowledged and students should be accommodated to foster a more engaging learning environment. Educators should engage in multicultural training and encourage culturally diverse and appropriate exchanges among all students. This will result in more confident students who would be more likely to feel connected, accepted, and esteemed; thus, giving students a foundation to develop motivation to learn.

Chapter 5 reviews culture, in general, culture shock, in general, and the four stages of culture shock. Due to numerous factors, citizens of the world are more likely than ever to experience differing cultures and places. Cultural shock is a phenomenon that second language learners face when relocated to another culture. Additionally, the author presents the following S.H.O.C.K. strategy to lessen the culture shock of second language learners: Study personal perspectives, Honor personal factors, Observe language levels, Cultivate accepting environments, and Knock on the door. The S.H.O.C.K. strategy can be utilized in many contexts, including education, leisure, social, and business.

Chapter 6 shares the ‘lived’ cultural misconceptions, misinterpretations, and misunderstandings researcher-practitioners have experienced in their school setting and in their own classrooms by providing an autoethnography. Both authors, educators at the Eynesbury Institute of Business and Technology (EIBT) responded to the question: In the context of EIBT, what significant professional experiences of miscommunication have had an impact on your pedagogical praxis today? These texts are usually written in the first person and feature dialogue, emotion, and self-consciousness as relational and institutional stories affected by history, culture and social structure; authors use their ‘own’ experiences to look deeply at ‘self-other’ interactions, by starting with ‘self’. Educators are constantly in the process of negotiating the social, cultural and educational forces, trends and structures within which they work.

Chapter 7 investigates how five Somali high school immigrant students who were English language learners at a predominantly Caucasian high school perceived the mainstream teachers’ teaching. The findings reveal that the participants were not accommodated, not given support, and rejected by the mainstream teachers who lacked appropriate training in second language acquisition theories and ESL
pedagogy and who endorsed difference blindness. The teachers also ignored and sanctioned any differences the participants brought to school. The teachers’ practices ironically resulted in emphasizing differences instead of minimizing, and ultimately caused the participants to feel stigmatized, racialized, and marginalized.

Chapter 8 examines the important role intercultural nonverbal communication competence plays as intercultural responsiveness in the second language learning classroom. The author reviews relevant theory about intercultural nonverbal communication competence and focus on the research question. First, nonverbal communication styles are part of a culture, and the differences between low-context culture and high-context culture are represented in direct and indirect communication style in classroom communication activities. Second, speakers from different cultures use different nonverbal communication rules and behave differently and can cause misunderstanding. Third, intercultural nonverbal communication differs between people from polychronic culture and those from monochronic culture. Different time concepts result in different behaviour patterns. Second language teachers should undertake training in intercultural nonverbal communication to facilitate students learning. They can benefit from intercultural responsiveness in the classroom personally and professionally.

Chapter 9 examines the Self-Determination Theory in the second language learning classroom. English Language Learners have their own, individual set of needs. According to Deci and Ryan (1985), individuals need self-determination skills to be successful in their environment. Researchers agree that self-determination skills produce positive outcomes for individuals both in and out of school. This chapter provides families, students, and educators a working definition of self-determination and instructional practices that assist English Language Learners to develop self-determination skills both at school and in the home.

Chapter 10 examines the lived experiences of five successful first generation Hispanic college students. Findings from this study confirm the influences for student success in college regarding their persistence towards graduation. These factors included: commitment, expectations, support systems, feedback, involvement, and the learning process. Other conclusions from the study included the significance of role models and mentorships for students throughout their college experience. The building of relationships supported the students through the transition into college as well as steering them through the barriers and challenges they faced while in college. Findings also confirmed the significance of family influences, financial obligations, and self-transformation.

Chapter 11 examines the successes, concerns and challenges faced by in-service teachers in the instruction of English Learners (ELs). The constructs of intercultural responsiveness (IR), cultural competence (CC), linguistic competence (LC) and professional development (PD) are used as conceptual frameworks. The researchers are drawing on data gathered at a statewide conference focused on dual language (DL) education from five focus group interviews and informal conversations with twenty-seven in-service teachers and administrators at all levels of education, and the researchers’ field notes. Vignettes of the participants’ voices highlight their perspectives and experiences working with ELs. The authors hope that these stories of celebrations and struggles will engage other teachers and administrators to take a deeper look into their personal practices and pedagogies of working with ELs.

Chapter 12 considers the growth of English language support mechanisms in general, and outlines a study that quantifies the impact of English in-group work performance. English-taught business degrees now represent an important part of the global education market. These attract students from all parts of the world, many whose first languages are not English. Universities hosting these courses have developed language support mechanisms and programmes which have proven effective in supporting
language needs in the academic context. However, these have not generally included specialised attention to group-work where the demands for communicating in English may be significantly more challenging than in a classroom environment. They also detail the design of a short intervention programme focused on group-work that can improve the skills learned by students with English as a second language, and increase their performance significantly. They use this study to suggest mechanisms, and to propose improvements to English support programmes.

Chapter 13 explores the enhancement of the educational opportunities of linguistically diverse students, while emphasizing the importance of technology. While teachers must comply with Common Core Standards and infuse technology throughout the curriculum, they must also differentiate instruction for their diverse student populations. Therefore, the success of all students requires teachers to bridge the intercultural gap in the classrooms of ENL students. This imperative task encompasses the orchestration of teachers’ pedagogical expertise of culturally responsive teaching, literacy instruction, technological engagement, and parental partnership. The authors will disseminate the theoretical framework for understanding the integral aspects of the teachers’ dilemma, and provide practical instructional ideas and resources for educators to feasibly implement to improve their use of technology in their respective classrooms.

Chapter 14 examines internationalizing the curriculum through cultural experiences. To better prepare the educators who will guide students into their global future, educational leadership programs have become more focused on developing globally competent students who are not only more marketable, but who are also better prepared to make positive contributions to a global society. This chapter portrays that cross institutions in America there is a need to prepare students more adequately for the challenges of an increased global workforce. In this chapter, we follow the experiences of scholars as they progressed through their development of becoming intercultural responsive educators by means of a study abroad program. From this cultural experience, reflection questions encompass self-reflection about global perspectives. Also, interactions of others who hold various interests, values, and perspectives as they related to their growth in leadership. Situational leadership as a part of a critical skill set will also be examined.

Chapter 15 describes CORE leadership traits for teachers and leaders that will assist them in being interculturally responsive educators and improve learning in the second language classroom. Communication, organization, relationships, and enthusiasm (CORE) are traits that consistently improve teacher/leader social interactions with students and thus improve the educators’ ability to enhance the learning experience (Mixon, 2010). What’s in your CORE?

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