

BEYOND TRANSLATION— VALUING AND LEVERAGING ETHNOLECTS IN THE ELL/ELA CLASSROOM

Promoting cultural identity through diverse
language practices



STATE, ROLE, GRADE, YEARS



CHAT WAVE



CONNECTIONS

AFTER THESE 60 MINUTES, YOU WILL BE ABLE TO...

- **Define** ethnolects and 3 key features
- **Explain** why validation matters
- **Create** Cultural Bridges to literary analysis
- **Apply** 3 of 4 strategies tomorrow
- And more!!





BASLINE

DEFINING ETHNOLECTS AND THEIR FEATURES

Ethnolects Defined

Ethnolects are rule-governed language varieties linked to specific ethnic groups, not broken language forms.

African American English

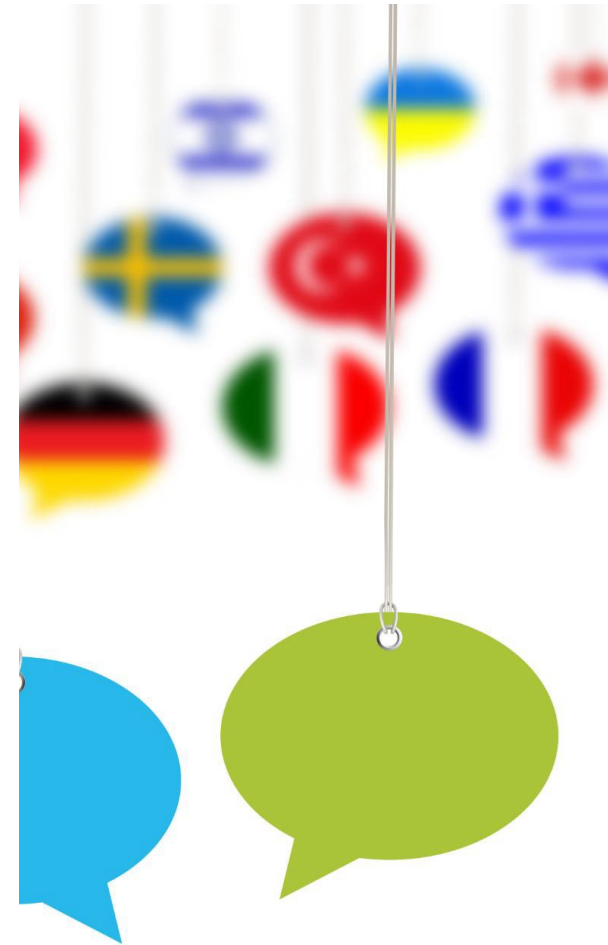
AAE includes copula absence, habitual "be", and use of double negatives, reflecting unique grammatical rules.

Chicano English

Chicano English features code-switching, Spanish influence, and cultural terms reflecting its bilingual context.

Nuyorican English

Nuyorican English combines Puerto Rican rhythm with New York English and incorporates Spanglish elements.





IMPORTANCE OF VALIDATING ETHNOLECTS

Fostering Engagement and Belonging

Validating ethnolects promotes student engagement and a strong sense of belonging in academic settings.

Impact on Academic Achievement

Respecting linguistic identities enhances participation and improves academic performance among students.

Barriers of Stigmatization

Stigmatizing language use creates learning and self-expression barriers for students.

Asset-Based Language Perspective

Embracing language abundance helps educators recognize and value linguistic diversity strengths.



HAVE
YOUR
SAY



HAVE
YOUR
SAY



HAVE
YOUR
SAY

POLL

- A) AFRICAN AMERICAN ENGLISH
- B) CHICANO ENGLISH
- C) NUYORICAN ENGLISH
- D) APPALACHIAN ENGLISH
- E) HAITIAN CREOLE
- F) HAWAIIAN CREOLE
- G) CAJUN
- H) OTHER CREOLE ENGLISH
- I) I HAVE NO IDEA!! (THAT'S WHY I'M HERE)



LET'S THINK ABOUT

Language and Identity Connection

How does language reflect personal and cultural identity?

Cultural Bridge Questions

Why should I link language to students' lived experiences and culture?

Inclusive Classroom Environment

Why/How should I honor students' voices to foster inclusivity and validation in learning?

4 STRATEGIES FOR ASSET-BASED INSTRUCTION



1. ASSET-BASED LANGUAGE ANALYSIS



Mother to Son

MODELS OF ETHNOLECTS IN LITERATURE

African American English Example

Langston Hughes' poem, "Mother to Son" demonstrates the emotional depth of African American English through vivid imagery and vernacular.

Excerpt from "The Circuit" by Francisco Jiménez

When the sun had tired and sunk behind the mountains, Ito signaled to us that it was time to go home. "Ya esora," he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

Everything was packed except Mama's pot. It was an old, large, galvanized pot she had picked up at an army surplus store in Santa Maria the year I was born. The pot was full of dents and nicks, and the more dents and nicks it had, the more Mama liked it. "Mi olla," she used to say proudly. Papa reached out to help her with it. Roberto opened the rear car door, and Papa gently placed it on the floor behind the front seat. All of us then climbed in. Papa sighed, wiped the sweat off his forehead with his sleeve, and said wearily: "Es todo."

MODELS OF ETHNOLECTS IN LITERATURE

African American English Example

Langston Hughes' poem demonstrates the emotional depth of African American English through vivid imagery and vernacular.

Chicano English Example

Excerpts from 'The Circuit' showcase Chicano English, embodying cultural significance and emotional resonance in bilingual language use.

Excerpt from "The One Who Watches" by Judith Ortiz Cofer

"Mira! Mira!" my friend Yolanda yells out. She's always telling me to look at something. And I always do. I look.

"Hola, 'Doris, how's school?" my mother asks. ...she asks me where I've been since school let out hours ago.

"New York."

She finally looks at me and smiles as if she doesn't believe me. "I bet you've been following that Yolanda around again. Niña, I'm telling you that señorita is trouble. She's trying to grow up too fast, sabes? Mira"... Mami takes my chin into her hand that smells like oregano and garlic and other Island spices.

MODELS OF ETHNOLECTS IN LITERATURE

African American English Example

Langston Hughes' poem demonstrates the emotional depth of African American English through vivid imagery and vernacular.

Chicano English Example

Excerpts from 'The Circuit' showcase Chicano English, embodying cultural significance and emotional resonance in bilingual language use.

Nuyorican Example

Judith Ortiz' "The One Who Watches" highlight Nuyorican English, capturing the authentic rhythm, cultural pride, and emotional nuance of bilingual identity in a New York Puerto Rican community.

1. ASSET-BASED LANGUAGE ANALYSIS

1. Notice & Name
2. Analyze & Appreciate
3. Connect to Rigor



2. IDEAS-FIRST DISCUSSION PROTOCOL

Meaning before Mechanics

1. Center discussion on student ideas before language details.
2. Respond to meaning, not grammar or ethnolect first.
3. Use prompts like “What makes you say that?” to deepen thinking.



3. MIRROR TEXT SELECTION

There's a rubric for that!

1. Choose texts that reflect your students' languages and identities.
2. Highlight how characters use their authentic voices.
3. Connect literary language to students' lived experiences.



4. CULTURAL BRIDGES QUESTIONING

1. Ask questions that connect students' home language and culture to literary analysis.
2. Encourage comparisons between text language and students' lived experiences.
3. Honor every student's linguistic identity as a doorway to deeper meaning.



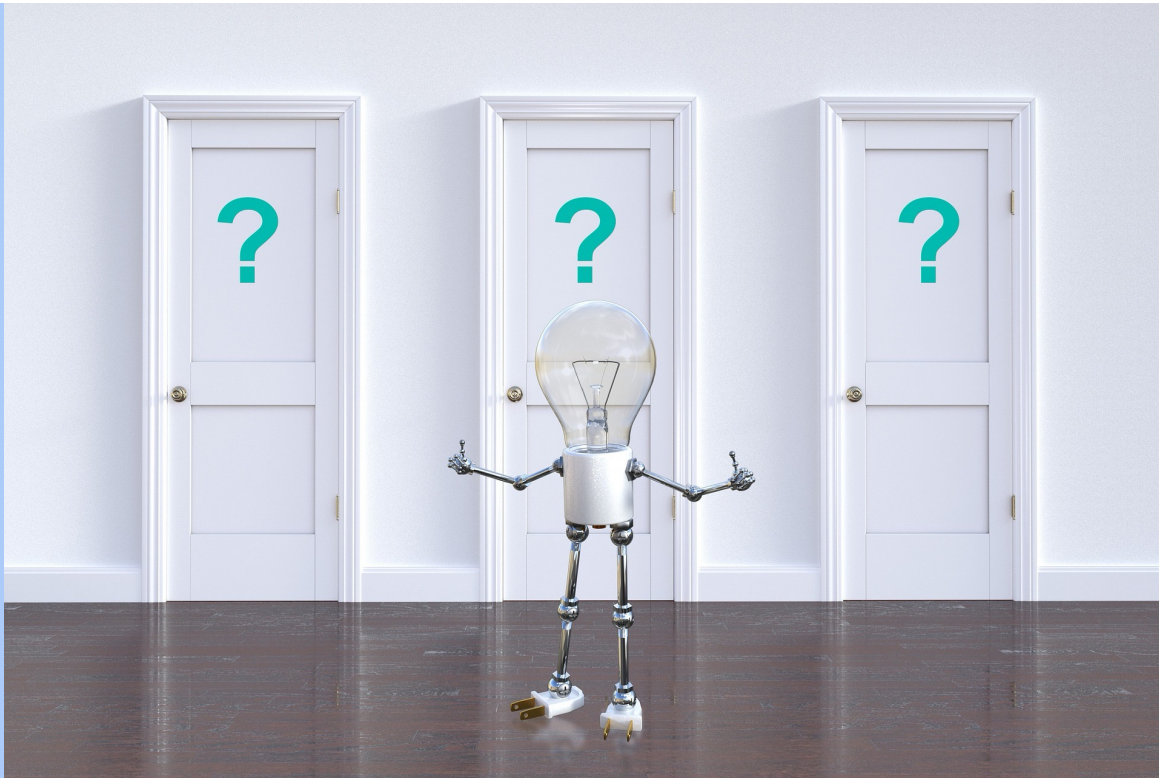


YOUR TURN! YOUR CLASSROOM!

Which strategy will you implement first?

1. Asset-Based Language Analysis
2. Ideas First Discussion Protocol
3. Mirror Text Selection
4. Cultural Bridges Questioning

CONCLUSION AND NEXT STEPS



QUIZ

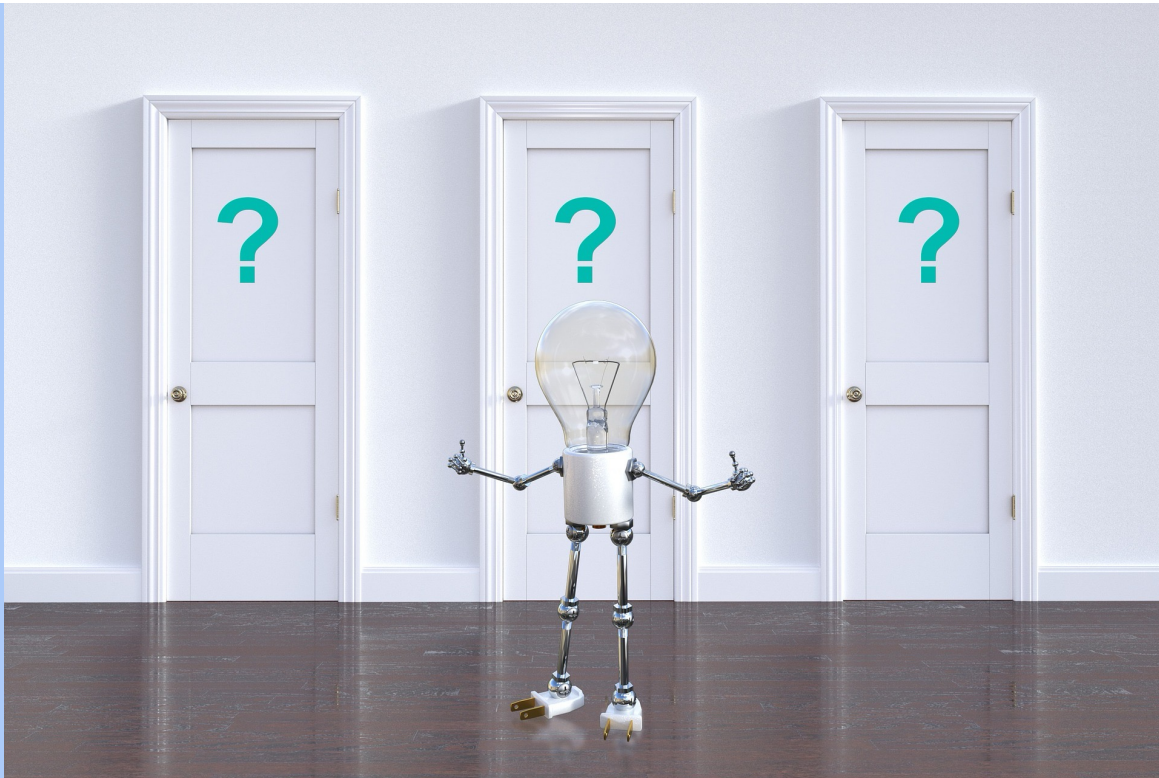
WHICH OF THE FOLLOWING STRATEGIES
ASKS TEACHERS TO VALIDATE STUDENTS'
THINKING BEFORE ADDRESSING GRAMMAR
OR DIALECT?

A) MIRROR TEXT SELECTION

B) CULTURAL BRIDGES QUESTIONING

C) IDEAS-FIRST DISCUSSION PROTOCOL

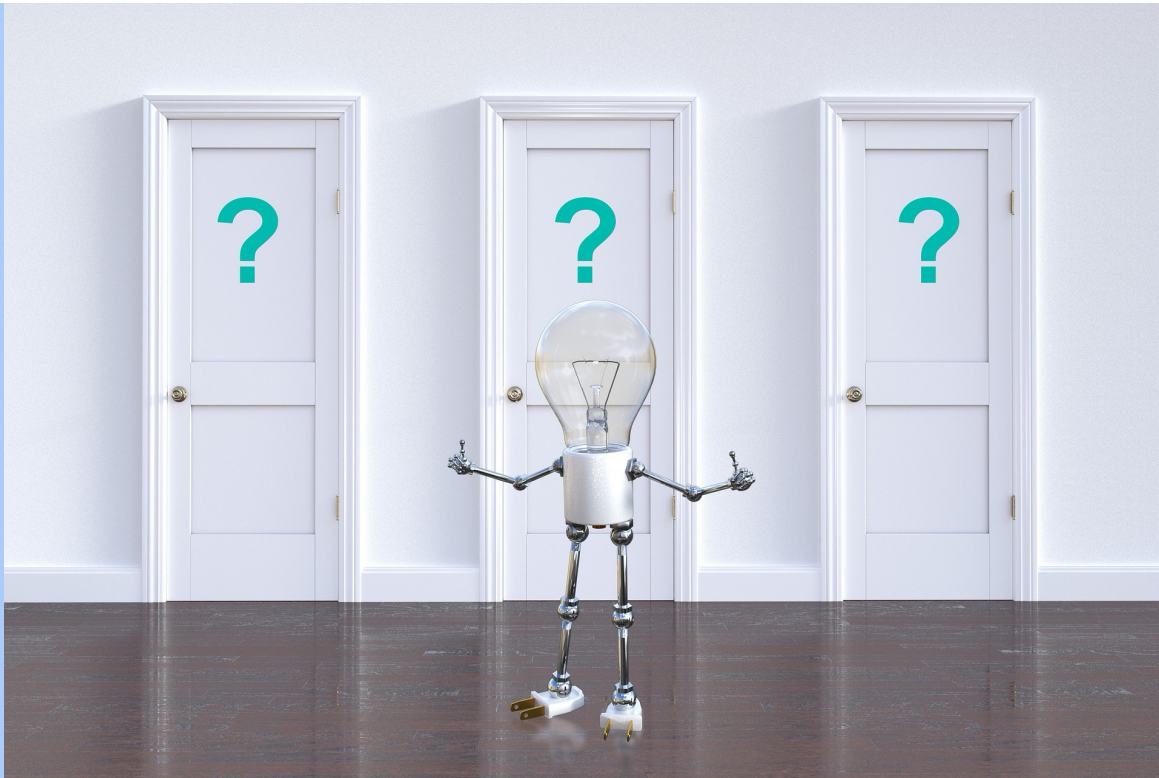
D) ASSET-BASED LANGUAGE ANALYSIS



QUIZ

**WHICH LINGUISTIC FEATURE IS THE
DEFINING FEATURE OF CHICANO ENGLISH?**

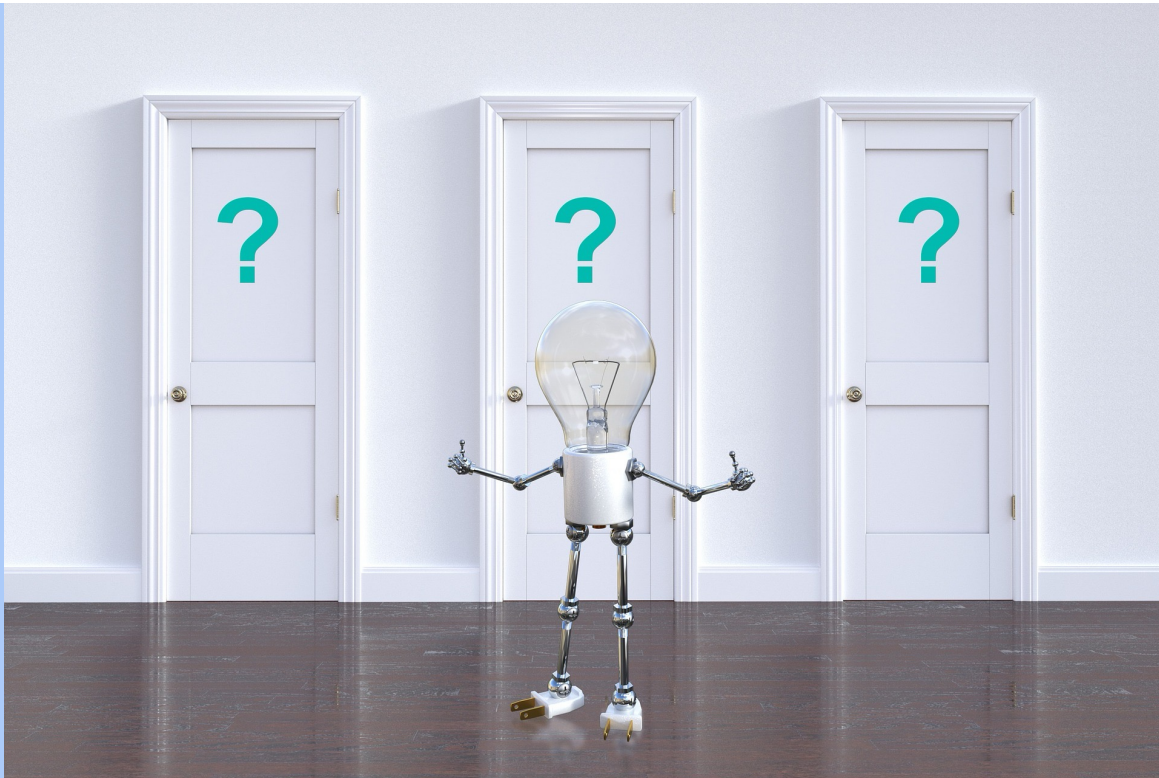
- A) HABITUAL "BE"**
- B) CODE SWITCHING**
- C) COPULA ABSENCE**
- D) RETROFLEX "R" SOUNDS**



QUIZ

IN AFRICAN AMERICAN ENGLISH, WHAT DOES HABITUAL "BE" COMMUNICATE THAT STANDARD ENGLISH CANNOT EASILY EXPRESS?

- A) PAST TENSE ACTION
- B) FUTURE POSSIBILITY
- C) ONGOING, REPEATED ACTION
- D) PASSIVE VOICE



QUIZ

WHEN FRANCISCO JIMÉNEZ WRITES "MI OLLA" IN "THE CIRCUIT," WHAT LITERARY PURPOSE DOES THIS CODE-SWITCHING SERVE?

- A) IT SHOWS THE CHARACTER DOESN'T SPEAK ENGLISH WELL**
- B) IT MAKES THE TEXT HARDER TO READ**
- C) IT'S A TRANSLATION ERROR**
- D) IT REFLECTS CULTURAL PRIDE AND EMOTIONAL CONNECTION TO IDENTITY**

**AND THE
WINNER
IS...**





KEY TAKEAWAYS AND RESOURCES

Ethnolects and Learning

Ethnolects enrich literature and learning by highlighting diverse linguistic backgrounds and cultural identities.

Validation and Engagement

Validation drives student engagement and reinforces identity, fostering a supportive educational environment.

Cultural Bridges

Cultural Bridges connect authentic voices to academic rigor, enhancing relevance and learning depth.

Resources

Handout coming via email from Ashley



EXIT

EXIT TICKET POLL

1. **VERY CONFIDENT**
2. **SOMEWHAT CONFIDENT**
3. **NEED MORE SUPPORT**
4. **WANT TO LEARN MORE FIRST**

THANK YOU! QUESTIONS & CONTACT

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- Supporting all learners who speak languages other than School English

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