Peer-Reviewed Article

OJED
OPEN JOURNALS IN EDUCATION

International Journal of Multidisciplinary Perspectives in Higher Education
Volume 4, Issue 1 (2019), pp. 22-35
https://www.ojed.org/jimphe Print ISSN 2474-2546 Online ISSN 2474-2554)

Multicultural Education as a Framework for Educating English Language Learners in the United States

Jerry L. Parker
Southeastern Louisiana University, Hammond, Louisiana, United States
Email: jerry.parker@southeastern.edu

Abstract

This article discusses the value of Multicultural Education as a framework for guiding the teaching and learning process in post-secondary education. The focus centers on English Language Learners in the United States throughout all disciplines. An analysis of the five dimensions of Critical Multicultural Education (Banks, 2019) is given along with further commentary on key areas of focus to best guide both English Language Learners and native-born students to a better understanding of the course content and each other. The ideas from this article serve as a starting place for faculty members and higher education administrators from all over the world and across disciplines who seek to re-conceptualize their classrooms and/or the college or university experience to accommodate the ever-diversifying population of students via research in Multicultural Education.

Keywords*:* multicultural education, foreign language education, English language learners, English as a second language

Introduction

As post-secondary (i.e., community college, trade school, four-year university, technical schools) classrooms become more diverse each year, a focus on multiculturalism, diversity, and inclusion in all areas is needed. Such a focus provides all students with an equitable and equal learning experience

and the tools to succeed in the classroom. For the betterment of all post-secondary institutions, administrators, department heads, faculty, and staff throughout all countries must learn how to nurture, grow, and strengthen diversity in their institutions (Hoy & Hoy, 2013). This article seeks to contribute to the growing body of literature on such topics by suggesting Multicultural Education as a viable framework for educating English Language Learners (ELLs) in the United States of America (U.S.A.) in mainstream post-secondary classrooms.

Issues of equity and equality related to gender, race, religion, sexuality, disability, and socio-economic levels arise daily in all colleges and universities. However, there is a lot of interest in the lived experience of students in post-secondary education within the North American context, particularly the perceived advantages of the opportunity to improve English proficiency and cultural understanding among English Language Learners (Ge, Brown, & Durst, 2019). This article, therefore, serves as a starting point for scholars around the world, and particularly in Britain, Canada, and Australia, where multiculturalism and diversity is a growing field of research, seeking to better guide diverse groups of native and non-native students through the teaching and learning process in post-secondary education. In the following sections, I will present a perspective on ELLs, briefly discuss how Multicultural Education is defined within the context of this article and present an analysis of the dimensions of Critical Multicultural Education (Banks, 2019) and how they serve as a viable framework for guiding the educational process of ELLs in the United States of America.

English Language Learners in the American Education System

Before delving into the relationship between Multicultural Education and English Language Learners in college and universities, it is first necessary to establish the educational background of these students. The term English Language Learner (ELL) refers to a person in an educational setting with a goal of finishing a course or sequence of coursework and a desired outcome of advanced competency in English at the end of his or her participation (Larrotta, 2010). These students usually come to the classroom with previous experiences in language programs ranging from purely academic to only enrichment based. These programs also vary between a focus on English as a Second Language (ESL), English for Academic purposes (EAP), English for Specific Purposes (ESP), or English for Occupational Purposes (EOP). Students in any of these programs typically seek to either stay in a country where they would use English daily, or they seek to only obtain a degree from that country and return home. The learning of English is thus viewed as either based on instrumental motivation, meaning it is for achieving a goal and going home, or integrative value, meaning it is a tool for allowing these students to join the English-speaking society as a new member (Larrotta, 2010).

Throughout most countries, ELLs are commonly divided grouped into two main categories, those who are foreign born and those who are native born (Finn, 2011; Larrotta, 2010). The commonality between both groups is that members of each do not speak English as a first language and enter into academic spaces with the goal of improving their English fluency and cultural understanding in an effort to advance economically and/or socially. In the United States of America (U.S.A.), ELLs are usually further classified into four subgroups: special education; general education, but linguistically unprepared; U.S. born, but lacking consistent education; high achieving, but linguistically unprepared (Calderon, Slavin, & Sanchez, 2011).

K-12 Education

In the United States of America (U.S.A.), upon enrolling into a school, all students are subject to state and local regulations, policies, and procedures (Alexander & Alexander, 2012). It was not until the landmark case of Lau vs. Nicholas (1974) that K-12 schools and post-secondary institutions officially had to take action to help students overcome linguistic and cultural barriers to achieve success in the classroom. Because of this case, a precedence of educational equality on behalf of ELLs was established. Since then, other cases such as Castañeda v. Pickard (1981) and Plyer v. Doe (1982), have allowed for a national push for more effective programs and approaches to educating ELLs. The field is still establishing itself. As a result, the process of these students transitioning from one grade to the next, graduating from high school, and finally advancing to post-secondary education and/or the job market depends entirely on the individuals they encounter along their journey. The downfall of this dependency is that these students' futures are determined by whether said individuals are willing to work harder to ensure all of them succeed instead of merely passing them along just to move them out of their classroom and eventually the school. For all but the students classified as special education, there are various educational models such as pull-out programs, English as a Second Language (ESL) as a class period, Sheltered English as a Second Language instruction, and Bilingual Education (Howe & Lisi, 2020). While all of these students come to the classroom with varying levels of fluency, comprehension, and cultural understandings, all of them are continuously placed into the same classroom. They are expected to achieve at the same rate.

Current best practices in all subfields of Teaching English to Speakers of Other Languages suggest the Sheltered Instruction Observation Protocol, the SIOP model (Echevarria & Vogt, 2000). The SIOP model is an instructional framework for organizing classroom instructional practices in meaningful and effective ways. Because of its broad focus on eight core components and 30 features, when teachers implement SIOP teaching techniques to a high degree, the academic achievement of ELLs is increased (Bell & Bogan, 2013). This model is still relatively new and developing.

Likewise, many ELL teachers in the K-12 setting are not properly trained on how to use it effectively to guide these students to advanced linguistic fluency and cultural competency and, ultimately, to post-secondary education. ELLs who do make it to a community college, technical school, or four-year university still therefore unfortunately underperform.

Post-Secondary Education

Contrary to popular belief and the stereotypes portrayed in the media, the average English Language Learner in community colleges and four-year institutions is not poor, undocumented, nor undereducated (Larrotta, 2010). ELLs are a very diverse group of individuals. At the post-secondary level, classrooms are usually filled with a mixture of two main types of ELLs. The first type is *Generation 1.5.* These are students who have graduated from high school, but their reading and writing skills in English are not strong enough for them to either gain entrance or further succeed in four-year universities. These students' linguistic and cultural fluency is highly influenced by technology and the growth of social media. They are also not fully proficient enough in English to secure well-paying job opportunities, a comfortable social status, nor engage socio-politically with the international world. These students usually go to community colleges where they are mixed in with older individuals who are either new to the U.S.A. or who have lived in the country for many years and have decided or now have the opportunity to learn English (Corral, Gasman, Nguyen, & Samayoa; Olneck, 2004; Reyes & Moll, 2008).

As with the creation of Historically Black Colleges and Universities (HBCU) before the end of segregation, the Hispanic-Serving Institution (HSI) enrolls well over half of all Hispanic students in the U.S.A. Contrary to the name, these institutions also serve large racially, culturally, and linguistically diverse populations of students beyond those who identify as Hispanic or Latinx. HSIs share a common mission of cultural inclusion and the empowerment of all students. They make up 11% of all colleges and universities in the United States.

For ELLs not attending an HSI, support for learning English at an advanced level, adapting to the mainstream culture, and ultimately graduating depends on various factors such as the geographical location of the school, the number of students enrolled in the school compared to the number of ELLs in the program, and the educational values of the current school administration. There have long been structural barriers that have historically denied ELLs the opportunity to achieve academically in community colleges and four-year universities (Kanno, 2015). One major denial is the lack of investment in resources and research-based best practices that foster linguistic and cultural proficiency. In non-HSIs, the idea of investing more resources into refining and further developing programs to help these students is hit or miss. A large number of higher education administrators and program leaders/department heads across the U.S.A. traditionally focus more effort on

assimilating and acculturating them into the mainstream culture rather than embracing and celebrating the individual diversity that these students bring to the classroom (Olneck, 2004; Reyes & Moll, 2008).

Beyond funding, non-HSI usually face issues related to the building and sustaining of ESL programs (Calderon, Slavin, & Sanchez, 2011). At both HSIs and mainstream community colleges and four-year institutions, the goal of ESL programs at the novice and intermediate levels is to provide students with an understanding of English for survival (Kanno, 2015). The goal of teaching them at the advanced level is to support their language development and guide them to the completion of their post-secondary degree, diploma, technical certificate, and/or a bachelor's degree.

As the number of ELLs increases, the need for more diverse and holistic approaches to the teaching and learning process in the United States is growing (Larrotta, 2010). Current paradigms for educating English Language Learners must advance. As post-secondary education in the U.S.A. advances, there is a need to focus on the acceptance of both bilingualism and biculturalism among ELLs and mainstream students instead of furthering the notion of pure monolingualism and monoculturalism. The SIOP model is indeed a strong model of instruction at all levels for ELLs to guide them to advanced fluency. However, Multicultural Education as a framework for teaching and learning has the potential to benefit all of these students across disciplines if implemented with equity and fidelity because it reaches beyond just instructional practices to address issues of curriculum, instruction, assessment, and the overall institutional culture.

Multicultural Education and English Language Learners

Many educators who are unfamiliar with the term "Multicultural Education" believe that it is synonymous with "teaching about various cultures." This could not be further from the truth. In actuality, cultural content inclusion (also known as content integration) is just one dimension of what makes a true multicultural education (Banks, 2019).

Multicultural Education (MCE) is a progressive approach to the process of further developing curriculum, instruction, assessment, our understanding of knowledge, and the maintaining of a positive school environment. Multicultural Education is the offspring of the Intergroup Education movement pushed by Hilda Taba and her contemporaries in the mid-1900s (Banks, 2019; Nieto 2017). MCE allows learners to experience a curriculum that values their home culture and shows that all students can succeed in the classroom (Banks, 2019). MCE movements can be found in Britain, Canada, Australia, and the United States of America. All versions focus on the specific needs of diverse groups of learners in those areas (Nieto, 2017).

As discovered by Kumar (2018), there is typically resistance toward the embracing of progressive curricular approaches such as Multicultural

Education in the U.S.A. The main reason is because it is difficult for many educators to conceptualize how the classroom will look when they are confronted with ethnically and linguistically diverse groups of learners. However, as argued by bell hooks (1994):

> Multiculturalism compels educators to recognize that narrow boundaries that have shaped the way knowledge is shared in the classroom. It forces us all to recognize our complicity in accepting and perpetuating bias of any kind. Students are eager to break through barriers to knowing. They are willing to surrender to the wonder of re-learning and learning ways of knowing that go against the grain. When we, as educators, allow our pedagogy to be radically changed by our recognition of a multicultural world, we can give students the education they desire and deserve (44)

MCE is comprehensive in its approach to educational reform because of the focus on developing all aspects of a school, including classroom structure, curriculum design, and instructional practices. MCE aims to ensure that these areas of schooling are all simultaneously connected to both the mission of the school and its diverse population of students (Banks, 2016; 2019). It aims to develop students who are able to function effectively in a pluralistic, democratic society. Part of achieving this mission is to transform the curriculum in order to help students develop the skills needed to participate actively in constructing knowledge in the classroom.

In order to transform the curriculum, there exist five dimensions of the school on which educators are advised to focus their efforts: Knowledge Construction Process, Content Integration, Prejudice Reduction, Equity Pedagogy and an Empowering School Culture. For ELLs , MCE challenges how education is done. MCE guides educators to question who is the target audience being educated and why, while also being cognizant of diversity among content, learners, process, and the learning environment (Nieto, 2017). MCE helps students of all nationalities to understand their own culture and the cultures of other people by means of normalizing cultural values as well as the dialogue of cultures.

With the recent explosion of technology and the ways in which the international community interacts , it is more common for universities from all over the world to consistently search for new and innovative ways to educate diverse groups of learners registering for courses (Ge, Brown, & Durst, 2019). Multicultural educators guide students to view education from a humanist perspective with a focus on the integration of ethnic and cultural knowledge, cultural reflection, self-regulation, self-development, and decision-making skills in a cross-cultural situation (Yusupova, 2015). Multicultural Education is thus not limited to English-speaking cultures. It is valuable in multinational areas, as well.

For example, Ge et al. (2019) argued that Chinese students are being more exposed to western practices because of technology. Higher education in the western world is also starting to see an influx of Chinese students. They are bringing their home cultural beliefs which are grounded within centuries of honor and tradition; however, they are also coming with an open mind and a willingness to integrate new customs into their daily lives. Interestingly, because language acquisition is a larger barrier for international students, to compensate for their lacking proficiency, many Chinese students will focus on programs in the sciences, engineering, business, and math in an effort to avoid coursework in the arts and humanities where more writing and speaking is involved. Likewise, there are some cultural norms contributing to this decision as well. To counteract this resistance in the U.S.A. classroom, a focus on the five dimensions of Multicultural Education provides faculty from all disciplines with a framework for ensuring these students succeed, regardless of their major.

Knowledge Construction Process

Knowledge construction is the process in which teachers help students to understand, investigate, and determine the implicit cultural assumptions, frames of reference, and perspectives of the discipline they are teaching (Banks, 2016; 2019). For ELLs , this process involves more of a clash of cultures in the mind. Because ELLs often isolate themselves in separate parts of the college or university, away from their peers, they lose the opportunity to improve their English skills, make social connections with their classmates, and build their cultural capital (Howe & Lisi, 2020). Likewise, when among their peers in the classroom, ELLs commonly sit through courses taught in English but do not thoroughly understand the content presented to them nor the cultural context in which such content is important and/or practical.

As the facilitators of the knowledge construction process, teachers must understand that if the ELL has little previous knowledge about a subject, his or her construction of new knowledge will be more difficult because they are simultaneously learning a new concept, aspects of culture, and new vocabulary words (David, 2010; Meyer, 2000). A prime example would be in an introductory literature course where *The Road Not Taken* by Robert Frost is studied. Asking an ELL "What does the word 'book' mean?" or "What is a road?" automatically puts them at a disadvantage if the student speaks a language that is unwritten or is from a village that is reachable only on horseback or by hours of walking. They have no conceptualization of these ideas. However, this does not mean that they cannot discuss the result of making good decisions. For ELLs to excel academically, each student must comprehend academic language and use it skillfully. The teacher's role is key in modeling academic language and scaffolding it as appropriate during the knowledge construction process.

To best guide this process, it is suggested that a needs analysis be done first to gauge students pre-existing language abilities and cultural knowledge, and then to understand what exactly they need from the course depending on where they plan to go afterward (Larrotta, 2010). Emphasis should be on humanizing the teaching and learning process and guiding students to see the connection between the classroom content and their daily lives. Students best benefit from constructing knowledge through social interaction rather than in isolation.

Content integration

Content integration describes the ways in which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject areas or disciplines (Banks, 2016; 2019). Content integration is important because it provides all students with the opportunity to learn about various aspects of the content they are studying. Successful teachers of ELLs possess knowledge about culture, the process of learning languages, skills in adapting curriculum, and an understanding of the sociopolitical effects on their students. They also continuously integrate culturally relevant content into their course curriculum. Such integration allows ELLs exposure to proper and regional-specific styles of pronunciation, word formation, grammar, vocabulary, complex sentence building, hand gestures, facial expressions, and verbal and nonverbal communication (Howe & Lisi, 2020).

As it relates to content integration, a focus on textbook content is also needed (Ge, Brown, & Durst, 2019; Parker, 2019). Textbooks are important because they are the codification of official bodies of knowledge. Textbooks traditionally include a specific range of topics deemed important by the target population of consumers as determined by the publishers via their purchasing data. There is a risk of having students study only textbook information that is truly foreign to them. For example, ELLs in California taking a sociology course will have a vague understanding of the cultural significance of crawfish, king cake, and poboys in Louisiana without further explanation from the faculty member about what these things are.

To successfully integrate content into the curriculum, teachers should start by assessing ELLs background knowledge before they can move forward with teaching them. One important dimension of integrating content into the curriculum is the focus on mediating cultural disconnects. This means embracing these students' cultures and working to connect them to the course content in meaningful ways. Such connections allow faculty members to better teach all students in the course to be accepting of one another. Likewise, ELLs benefit best from curricula that are based on reading, writing, listening and speaking within specific spaces (i.e., the classroom, internship sites). Rather than a generalist approach, instructional plans should include materials

that will be relevant to ELLs after they are done with the course (Larrotta, 2010).

Prejudice Reduction

In the classroom, major factors for ELLs are language barriers, psychological status, the mediating of their past and current models of teaching and learning, culture shock, and racism toward their new classmates and those in their community and likewise their experiencing of racism (Ge, Brown, & Durst, 2019). ELL teachers must be aware of cultural misunderstandings. For example, Chinese students do not speak in a direct manner. During class, Chinese teachers often fill in the silence, preventing Chinese students from speaking. Such situations in the U.S.A. classroom can make these students appear to be unmotivated or slow learners rather than expressing their culture.

Prejudice reduction deals with creating attitudes that help students to develop more positive racial and ethnic understandings of others (Banks, 2016; 2019). This can be done by providing realistic images of ethnic and racial groups in teaching materials and providing more opportunities for cooperative learning activities within diverse groups of learners. Anti-immigration sentiment has fostered a deep divide in this country, and schools are often the first place where immigrant children get their first exposure to American culture (Howe & Lisi, 2020). Entering all levels of education for an ELL causes a lot of anxiety. Typically, their behaviors include speaking softly and/or hesitantly or not speaking at all. Feelings of embarrassment or frustration from not understanding what is happening are also very common because of fear of miscommunication or even panic. Along with cultural shock, ELLs can also experience language shock where they must cope with having to learn a new language and culture and likewise be confronted with the harsh realities of racism and prejudice.

For teachers, a focus on creating an inclusive space which allows ELLs to actively participate without fear of judgement is needed. An understanding of their hesitation and quietness needs to be a central focus of the classroom. Reducing prejudice in the school environment contributes to the knowledge construction process because it frees up students minds to learn better. Likewise, in combination with appropriate content integration into the curriculum, they are provided with a welcoming space to freely engage in the educational process. However, it is through the instructional strategies used that the most dynamic multicultural education possible for ELLs can take place.

Equity pedagogy

When teaching ELLs in post-secondary education, educational backgrounds must be considered meticulously (Ge, Brown, & Durst, 2019). In some cultures, the norm of the classroom is rote memorization and teacher-

centered lecturing. Thus, more progressive styles of education further push these students to academic areas where they are less likely to have to talk. This is more bolstered when considering these students have to deal with their social life (or lack thereof), housing, and cultural shock associated with living in their new community.

Equity pedagogies are a multicultural perspective on classroom instruction (Banks, 2016; 2019). They allow teachers to use techniques and methods in combination with a positive, anti-racist classroom environment to facilitate academic achievement for students from diverse racial, ethnic, and social-class backgrounds. Because students come to the classroom with various cultural perspectives, a teacher's understanding of each student's home culture and the embracing of culturally relevant teaching is important to advance their learning.

Effective teachers continuously work to educate ELLs in respectful and meaningful ways. Things such as simply speaking slowly, annunciating, and not using idiomatic expressions can alleviate multiple learning difficulties that they might face (Howe & Lisi, 2020). Cooperative learning also allows ELLs opportunities to discuss content with native speakers of English in a safe space, thus improving their language skills (Calderon, Slavin, & Sanchez, 2011). By allowing students to construct bodies of knowledge via their cultural frame of reference along with integrating appropriate content that is anti-racist and using effective teaching strategies, the school itself is transformed into a haven of positive learning for all students. The advised equity pedagogy for ELLs is culturally relevant (responsive, congruent or sustaining) pedagogy. A focus on such is needed because it champions the idea of teaching students based on their cultural strengths being actively integrated into various aspects of the teaching and learning process. Moreover, instructional strategies with differentiated instruction that align with the objectives of the course and continuous formative and summative assessment are recommended (Larrotta, 2010).

Creating an Empowering School Culture

An empowering school culture and social structure is one that fosters educational equality and liberation for students of all races, genders, ethnicities, language groups, social classes, sexual orientations, etc. (Banks, 2016; 2019). From this perspective, the entire school is viewed as a unit that needs constant change to keep up with the ever-evolving popular culture. All school personnel strive to create an accepting and accommodating school life for ELLs to succeed via changes in assessment techniques, the embracing of inclusivity, and creating cultural norms for students and staff that foster learning for all students. How teachers and society view ELL's has a significant impact on their ability and desire to learn and succeed. Being sensitive to ELLs not fully comprehending English and/or cultural norms of the U.S.A. both inside the classroom and around campus is the first step to

teaching them. It is therefore ultimately a holistic school approach to educating them that is necessary for noticeable results and for growth to be achieved.

To empower ELLs in the classroom would call for all faculty to focus their efforts on providing a curriculum with a more international and macro-spherical perspective. Such a curriculum will focus on building cultural and academic knowledge (Ge, Brown, & Durst, 2019). Likewise, learning ways of negotiating cultural misunderstandings and creating measures for mediating them before they become larger issues in and around the university are needed. For the administration, such a culture calls for continuous faculty and staff professional development on cultural sensitivity and how to respond to the educational and social needs of ELLs. Specifically, training workshops that enable faculty members to gain greater cultural understandings and relationship-building skills with an emphasis on teaching practices aimed at educating diverse groups of learners are preferable. Administrators, faculty, and staff should work together to foster more school-wide dialogues between faculty and students about issues of personal and professional concern. Also, a stronger effort to integrate ELLs within all aspects of the university community would benefit everyone. This can be done via a focus on the ways in which the division of student affairs could offer or integrate ELLs into social events, by offering opportunities for counseling, hosting forums on "know your rights" and how to deal with racism, prejudice, and/or xenophobia. Most importantly, the developing of a university-wide initiative aimed at developing a larger recognition and consciousness for global cultures.

Conclusion

The outlook for post-secondary education internationally calls for an expected growth in the number of individuals obtaining a degree or certification. It is definite that the limitations of where the degree is obtained will diminish as the international community becomes more interconnected. With the growth of social media, internet recruitment efforts, and online education, it is certain that linguistically, culturally, racially, gender-based, and sexuality-based diversity will grow in our classrooms. Faculty members, administrators, and staff at all levels of post-secondary education must, therefore, learn to adapt and grow in their tolerance, acceptance, and support of all of these groups.

English Language Learners represent one small sub-group of focus in Multicultural Education. A reshaping of the overall structure of colleges and universities in the U.S.A. and how this population of students is educated is important because student interaction in and outside of the classroom helps to foster an inclusive climate and develop confidence in all students. The result is the creation of positive relations and better academic achievement for all.

Across cultures, a common finding is the practice of caregivers (i.e., parents, teachers, relatives) providing ELLs with models for culturally appropriate behaviors in conversation and social settings (Reyes & Moll, 2008). Successful multicultural educators of ELLs focus more effort on deep levels of understanding rather than covering the pages in the course textbook and/or teacher's guide. Effective multicultural educators consistently use various instructional practices and integrate diverse and impactful content into their course curriculum to further student achievement for everyone enrolled in the course (Aleman, Johnson, & Perez, 2009).

Multicultural educators who serve ELLs understand that, for these students, they are their only option for success and/or upward mobility in the future (Calderon, Slavin, Sanchez, 2011). It is common for ELLs to have parents who do not speak any English, and their only exposure to the English language and social interaction with native-born individuals is limited to the time that they are in school.

Critical Multicultural Education views a focus on content integration, prejudice reduction, equity pedagogies, the knowledge construction process, and the creation of an empowering school culture as the core of ensuring educational success for all students. As it relates particularly to ELLs, it is through content integration and prejudice reduction that they are allowed to personally relate to course content. Likewise, it is through equity pedagogies that teachers actively help students to better understand such content. By embracing equity pedagogies to effectively serve ELLs, multicultural educators provide an equal and adequate education for all (Howe & Lisi, 2020).

Being cognizant of these three aforementioned dimensions, the knowledge construction process is thus geared toward assisting ELLs in breaking barriers in their learning and overcoming cultural hindrances. Lastly, by creating an empowering school culture, ELLs and others become the center of the school. By embracing Multicultural Education as a framework for teaching ELLs learning thus takes precedence over "just getting through the course content". All educational factors that contribute to student learning are considered and nurtured for everyone involved to obtain their goal of graduating with a high level of skills and understandings to ensure a positive future for them and their family.

References

Aleman, D., Johnson, J., & Perez, L. (2009). Winning schools for ELLs. *Educational Leadership, 66*(7), 66-69.

Alexander, K., & Alexander, M.D. (2012). *American Public School Law*. (8th Ed.) Belmont, CA: Wadsworth Cengage Learning.

Banks, J. A. (2016). Approaches to multicultural curriculum reform. In Banks, J. A. and Banks, C. (Eds.) *Multicultural education: Issues and perspectives*. Boston, MA: Wiley.

Banks, J. A. (2019). An introduction to multicultural education (6th Ed.) Seattle, WA: Pearson.

Bell, D., & Bogan, B. L. (2013). English language learners: Problems and solutions found in the research of general practitioners of early childhood. *The Journal of Balanced Literacy Research and Instruction, (1)*2, 18-23.

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. *The Future of Children*, *21*(1), 103-127.

Corral, D. Gasman, M., Nguyen, T., & Samayoa, A. (n.d.). An examination of existing and emerging Hispanic-serving institutions' Latino initiatives and culture. Retrieved from https://cmsi.gse.upenn.edu/sites/default/files/MSI_HSIrprtR4_0.pdf

David, J. L. (2010). What research says about closing the vocabulary gap. *Educational Leadership, 67*(6), 85-86.

Echevarria, J., & Vogt, M. E. (2000). Using the SIOP model to improve literacy for English learners. *The NERA Journal, 46*(1), 8-15.

Education Week. (2016). *Every student succeeds act explained*. Retrieved from https://tinyurl.com/ruqoxbw

Finn, D. (2011). Principles of adult learning: An ESL context. *Journal of Adult Education, 40*(1), 34-35.

Ge, L., Brown, D., & Durst, D. (2019). Chinese international students' experiences in a Canadian university: Ethnographic inquiry with gender comparison. *Journal of International Students*, *(9)*2, 582-612.

hooks, b. (1994). Teaching to Transgress. New York, NY: Routledge.

Howe, W., & Lisi, P. L. (2020). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action*. (3rd Ed.) Los Angeles, CA: Sage.

Hoy & Hoy (2013). Instructional leadership: A research-based guide to learning in schools. Boston, MA: Pearson.

Kanno, Y. (2015). English language learners' pathways to four-year colleges. *Teachers College Record*, *117*(120306), 1-44.

Kumar, T. (2018). Advancing culturally relevant pedagogy in secondary methods courses. *Multicultural Perspectives, 20*(2), 111-116.

Larrotta, C. (2010). English language learning for adults In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordaon (Eds.) *Handbook of Adult and Continuing Education*. (199-219). Los Angeles, CA. Sage Publications.

Longstreet, W. S., & Shane, H. G. (1993). *Curriculum for a new millennium*.Needham Heights: MA: Ally & Bacon

Meyer, L. M. (2000). Barrier to meaningful instruction for English learners. *Theory Into Practice, (39)*4, 228-236.

Nieto, S. (2017). Re-imagining multicultural education: new visions, new possibilities. *Multicultural Education Review*, 1-10.

Olneck, M. R. (2004). Immigrants and education in the United States. In J. A. Banks & C. A. Banks (Eds.) *Handbook of Research on Multicultural Education* (2nd Ed.) San Francisco, CA: Josey-Bass.

Parker, J. L. (2019). *¿C(o)mm(o)ent se pr(é)sente?*: Identifying instanced of epistemic Racism in French and Spanish introductory textbooks and the associated culturally relevant teaching practices in Louisiana universities. (Doctoral Dissertation). Retrieved from Proquest. (22587245).

Reyes, I., & Moll, L. C. (2008). Bilingual and biliterate practices at home and school. In B. Spoklsky & F. M. Hult (Eds.) *The Handbook of Educational Linguistics*. Malden, GA: Blackwell Publishing.

Yusupova, G. F. (2015). Educating young people in multicultural educational environment of higher education institution. *International Journal of Environmental & Science Education, 10*(4), 561-570.

Author bio

Jerry L. Parker, Ed.D. is an instructor in the Department of World Languages and Cultures at Southeastern Louisiana University (Hammond, La). He also serves as the Undergraduate Program Coordinator and Director of the Foreign Language Resource Center. His research expertise includes Curriculum Leadership, Instructional Leadership, Multicultural Education, Foreign Language Education, Louisiana Studies, and Caribbean Studies. His research agenda focuses on understanding in what ways curriculum and instruction affect the educational success of diverse groups of learners in academic K-16 foreign language education. Additionally, he focuses on multicultural aspects of Caribbean Literature and Louisiana Culture.