Cultural Identity Stories

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CULTURAL IDENTITY STORIES

Like Us…

Raise your hand if you…

1. Speak a language other than English

2. Work in school settings K-12

3. Teach at the community college or university level

4. Work with others that are culturally different from you.

CULTURAL IDENTITY STORIES FROM PRESERVICE TEACHERS IN A BILINGUAL EDUCATION PROGRAM

CULTURAL IDENTITY STORIES

Preservice teachers in an urban education program learned what it meant to develop multicultural efficacy. They found that through success and confidence, they could tell their own cultural story. By reflecting about their cultural background, they discovered the resiliency that they had to become teachers in the bilingual classroom. They discovered the desire to make a difference in the lives of their students, and maintain the persistence to keep looking for the key that would unlock the door for their students.

RESEARCH DESIGN

Research Question

How do preservice teachers tell their cultural identity?

How will they use their cultural identity in the classroom?

RESEARCH DESIGN
PARTICIPANTS AND SETTING

Urban Setting

Bilingual Education Teaching Program

Participants were:

- Latina from Mexico and Central American countries.
- Immigrant or Children of Immigrant Parents

PARTICIPANT DATA

Birth Place	
U. S	12
Mexico	4
Other	5
1st Language	
Spanish	10
English	12
Education	
High School	22
Community College	15
Graduated with Honors	3
Bachelor's Degrees/UHD	22
Work Experience	
Paraprofessoinal	12
Work outside of Education	4
No previous work experience	6

SOCIOCULTURAL THEORY

Sociocultural Theory:

- Placing people in their context in the world

- Viewing people from within their cultural, social, and political settings.

- Living in a bigger social context that involves their worlds.

REFLECTIVE PRACTICE

Looking Back

Making Connections

Observing Patterns

Committing to the Practice

THREE COMPONENTS OF CULTURE
(PESADO PALMIERI, 1995)

Placing culture into containers.

La lengua, language

La fe, the faith life or religious traditions

Sangre y tierra, or the allegiance, heritage, and roots of a culture
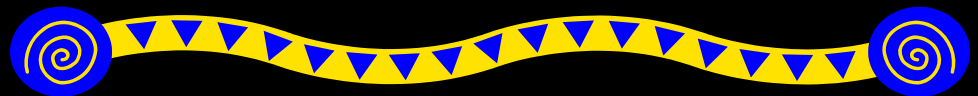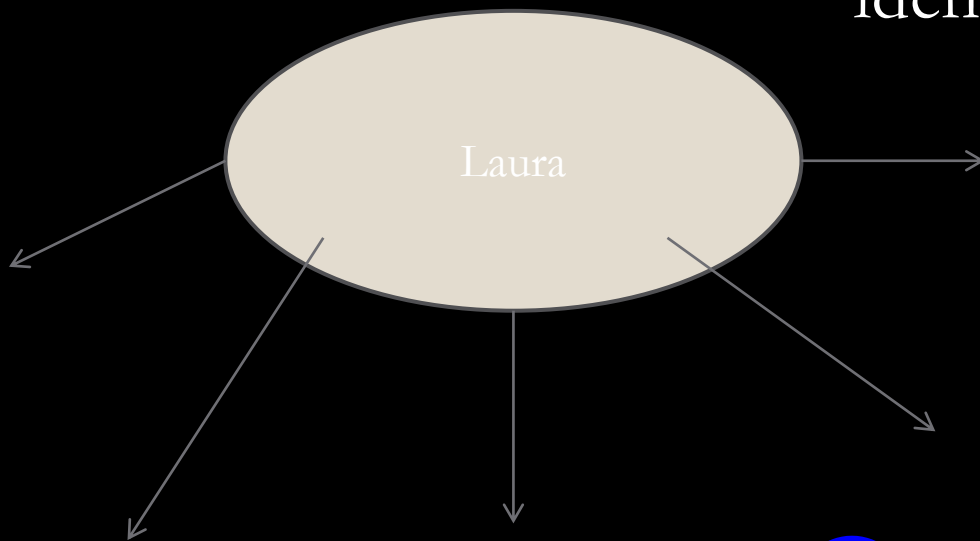
Cluster Writing
Gabriel Rico

Cluster Writing is a way to write many ideas quickly.

Using a web or a circle, write ways that you can identify your culture.
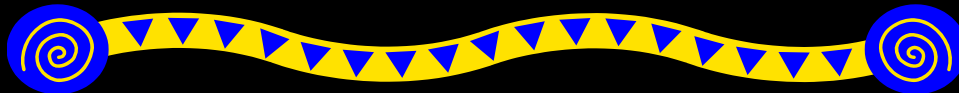
Laura

CLUSTER WRITING
GABRIEL RICO

Using the components of family background, ethnicity, religion, and socio-economics (Cummins, 1996).

Shared markers of identity, including language, faith, and heritage (Nieto, 2002).

Write a 7—Minute Autobiography about your cultural identity (Schneider, 1994).

THEMES EMERGING FROM THE DATA

- Culture Matters

- Exploring Family Histories and Traditions

  Cultural Expectations

- Maintaining Spanish and English Languages

CULTURE MATTERS

Bicultural Identities

High Culture (Félix-Ortiz, 1994)

- Negotiated between the Latino and European American cultures
- Used both English and Spanish comfortably

By reflecting, TC discovered what was important to them.

- Identified what they kept and what they let go of in their lives
- Refused to abandon their language and culture

CULTURE MATTERS

Began to connect their cultural identity story to the students' cultural identity stories. They made connections through:

- Language
- Traditions
- Cultural backgrounds

EXPLORING FAMILY HISTORIES AND TRADITIONS

Teacher Candidates:

Telling Stories about their immigrant parents and how they came to the U.S.

Describing the traditions that they maintain in their families.

Naming traditional foods and how to prepare them.

CULTURAL EXPECTATIONS

Maintaining cultural rules and expectations in the home.

TCs are expected to live in their parent's house until they get married.

Children were raised to be the translators for their parents.

TCs feel strong responsibility to parents/grandparents for their sacrifices that they made.

MAINTAINING SPANISH AND ENGLISH LANGUAGES

Described school experiences: Bilingual Education, ESL, or Immersion

Parents encouraged the TC to maintain their home language/Spanish.

Knew it was important to learn English

Preparing to be Balanced Bilinguals in English and Spanish

Teaching their own children to be bilingual

CONCLUSION

There is a story that lies within me. When a story is told, it is not forgotten. It becomes something else; the memory of who we were; the hope of who we can become.

By Tatiana Rosnay
Author of Sarah's Key

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