

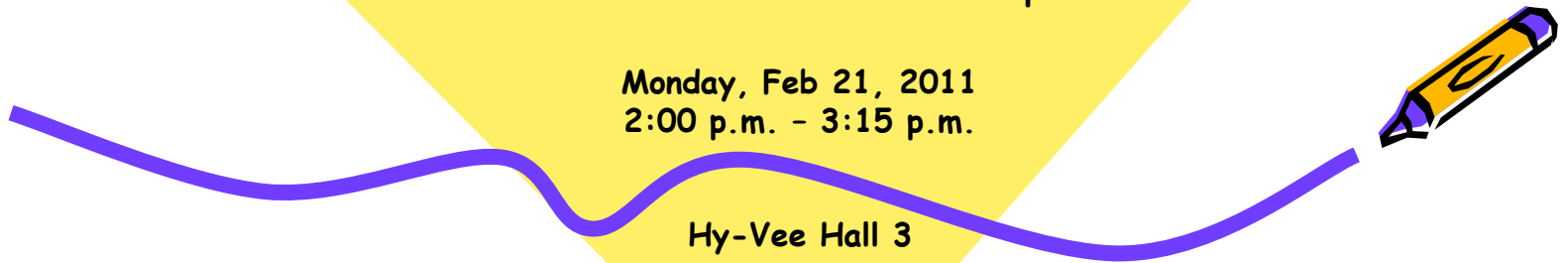


Immigrant and Refugee Experience: Acculturation Process

DMPS Professional Development

Monday, Feb 21, 2011
2:00 p.m. - 3:15 p.m.

Hy-Vee Hall 3



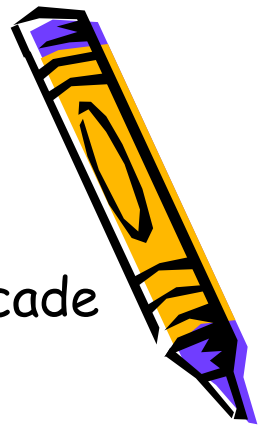
Goals:

- Learn about DMPS Student Population and Its Trend
- Understand the Acculturation Process



Thinking about English Language Learners in the U.S.

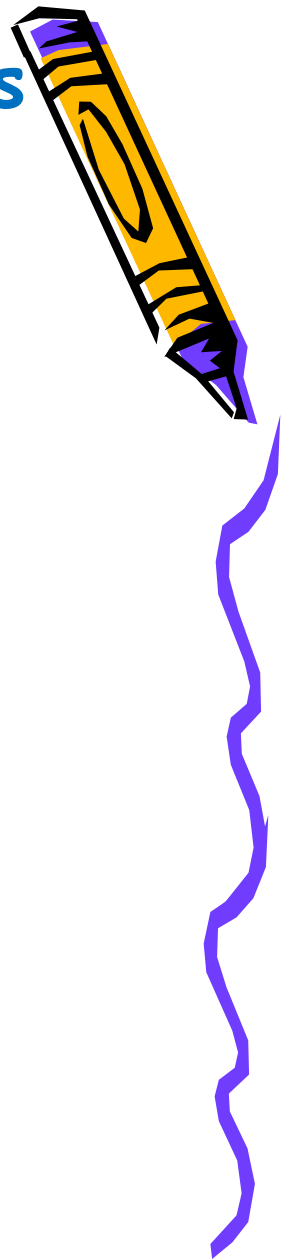
- More immigrants arrived in the 1990s than any other decade on record.
- Today, students in our schools speak more than 450 languages.
- More than 12% of all pre-K-12 are considered English language learners.
- By the year 2015, more than 50% of all students K-12 in public schools across the US will not speak English as their first language.

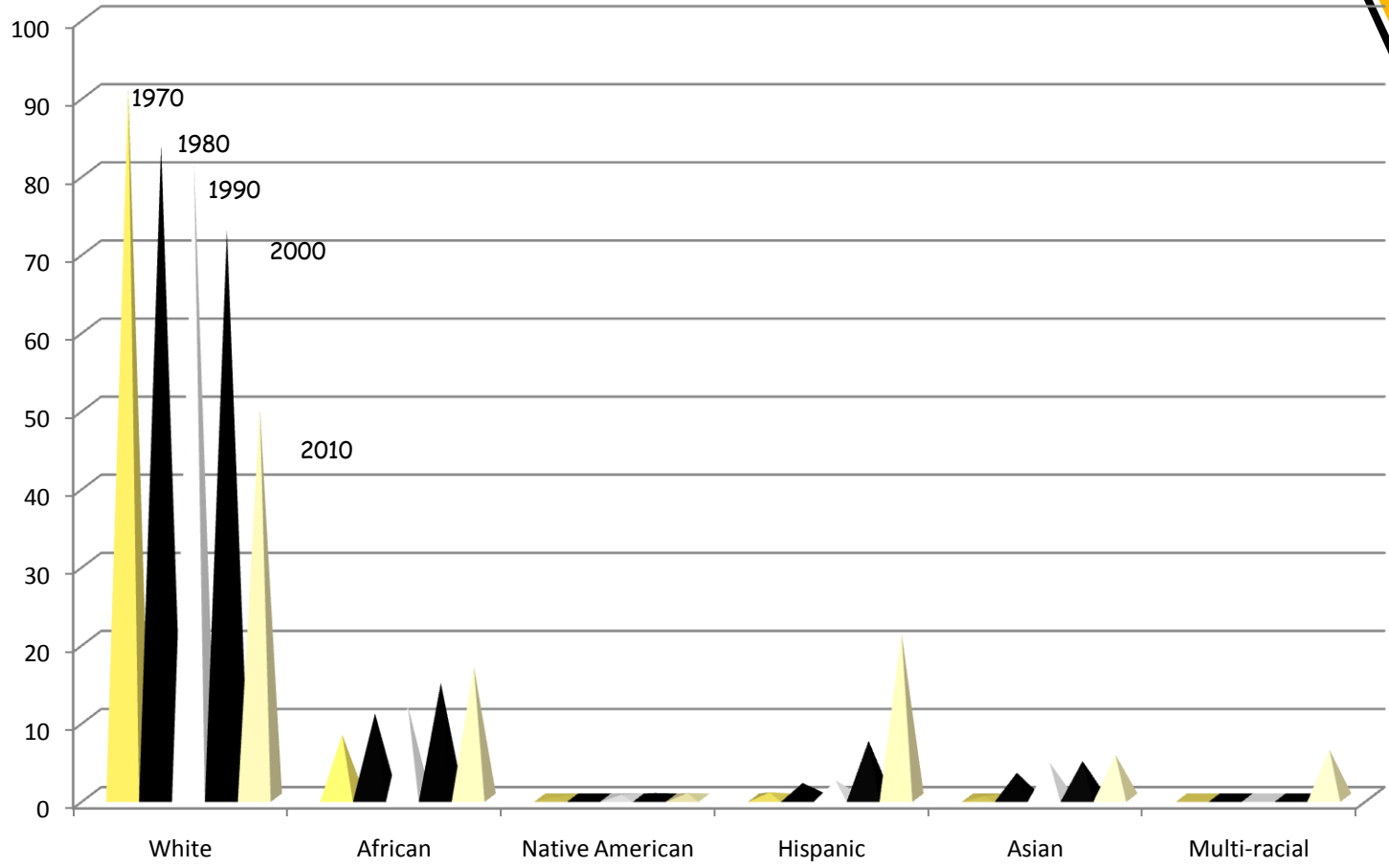
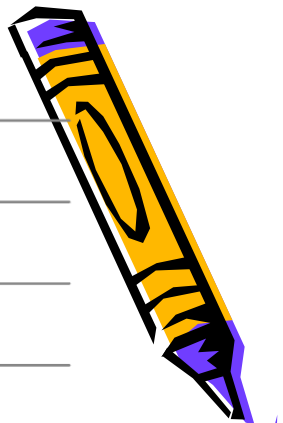


Thinking about English Language Learners in the State of Iowa and DMPS

- In Iowa

- In DMPS

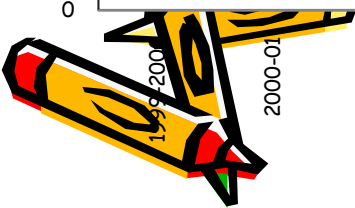
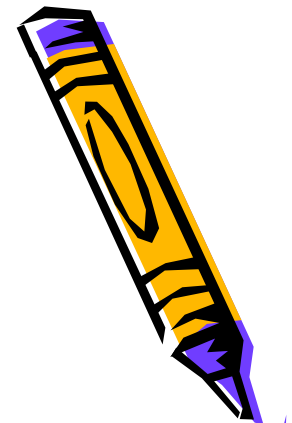
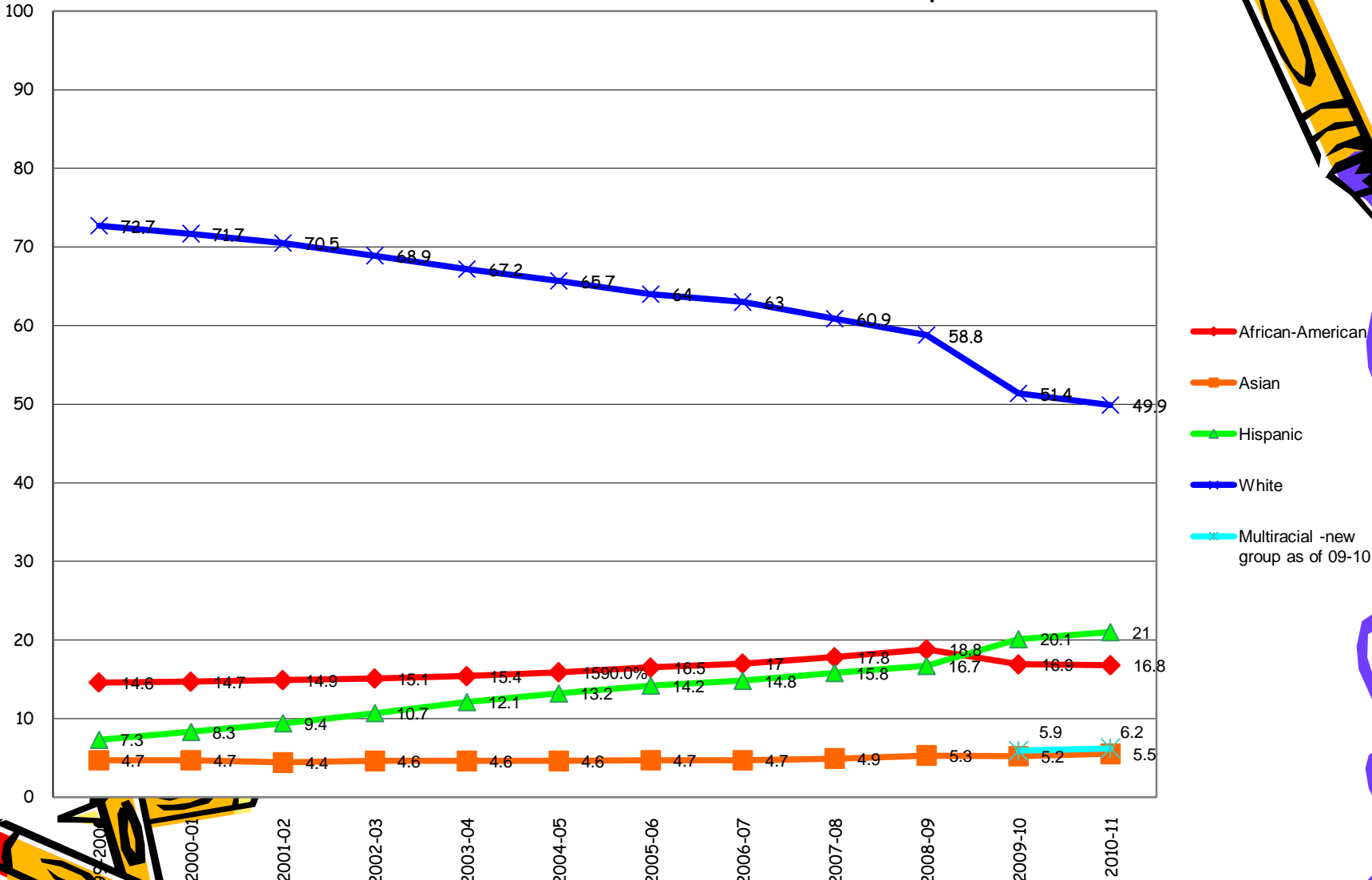




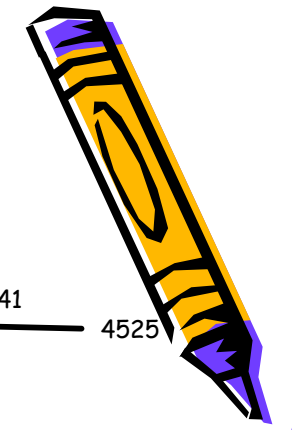
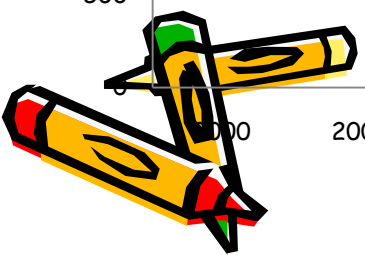
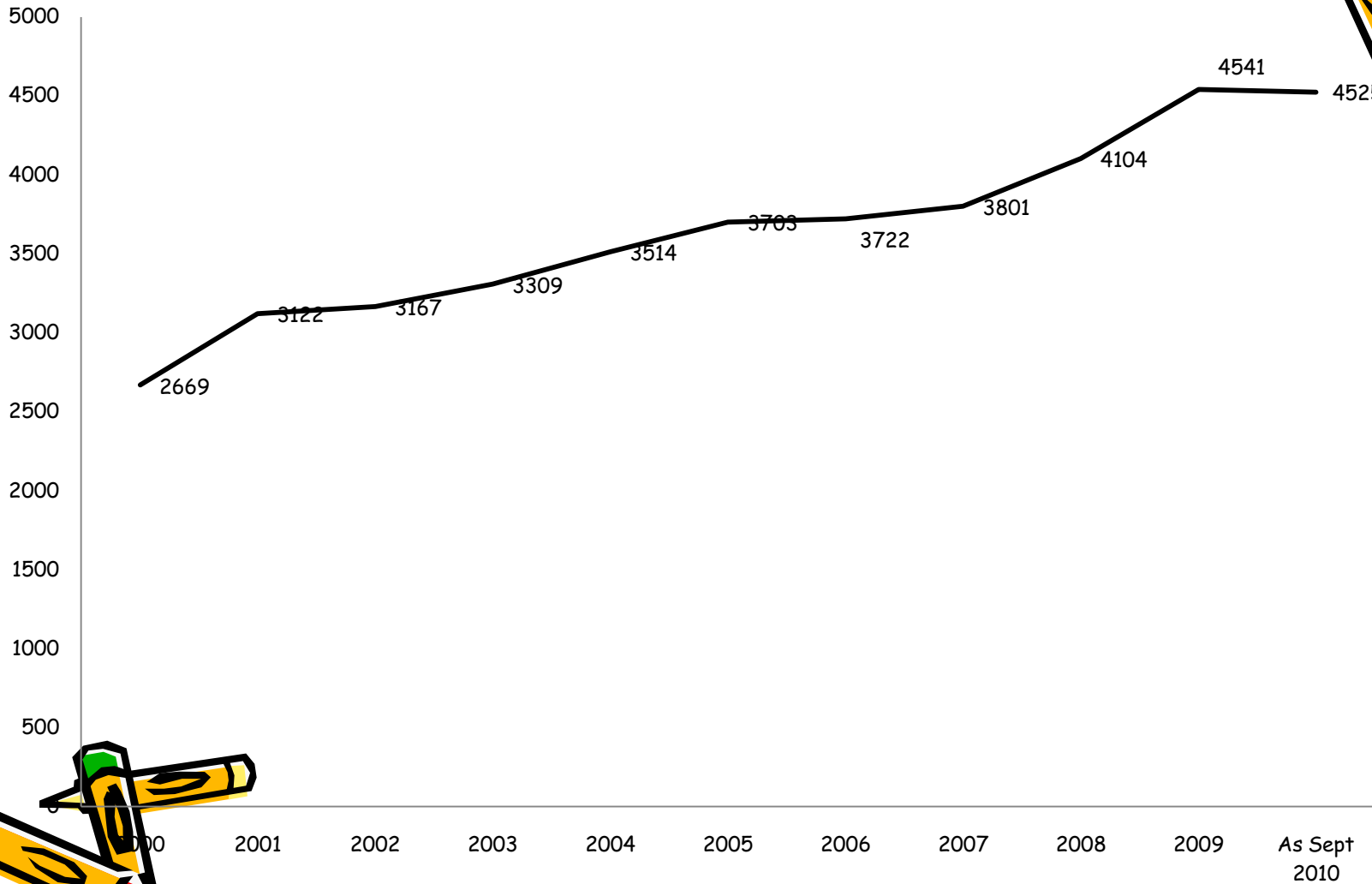
■ 1970 ■ 1980 ■ 1990 ■ 2000 ■ 2010



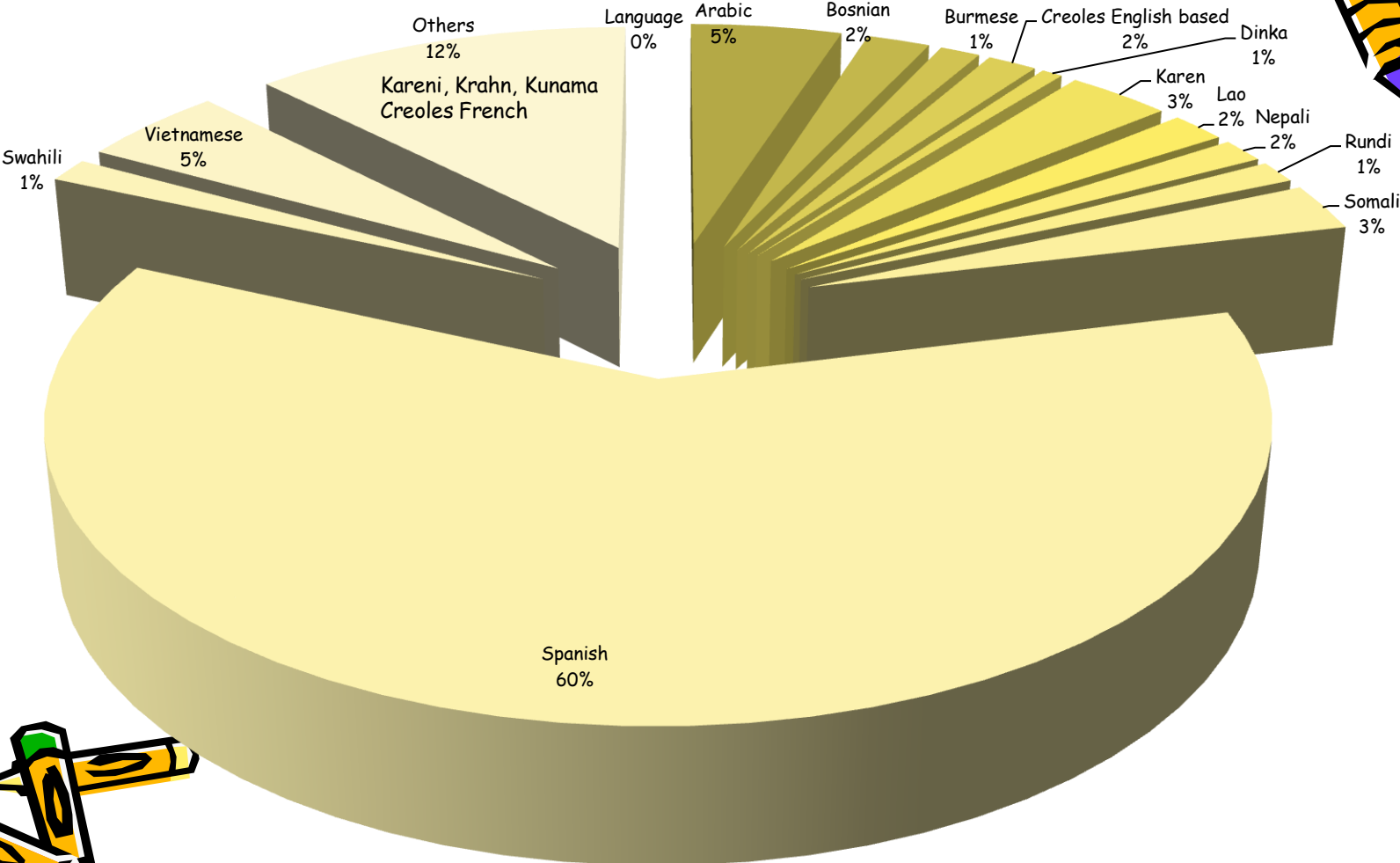
DMPS Enrollment Trend (% of Ethnic Groups from 2000)



ELL PROGRAM ENROLLMENT FROM 2000 TO SEPTEMBER 2010



ELL ENROLLMENT AS SEPTEMBER 2010 BY LANGUAGE GROUPS



- Acoli Afrikaans Akan Amharic
- Assamese Bambara Basa Braj
- Chinese Corsican Creoles and pidgins (Other)
- Croatian Ewe Faroese French Ganda
- German Grebo Hindi Hmong Igbo
- Kannada Kikuyu Kinyarwanda Kurdish Kwanyama
- Lingala Mandingo Mende Mongo Mon-Khmer
- Newari Nilo-Saharan Nubian languages Persian
- Pushto Romanian Russian Serbian Shan
- Somali Soninke Sorbian languages Sundanese
- Swahili Tagalog Tai (Other) Tamil Telugu
- Thai Tigrinya Yoruba Zapotec

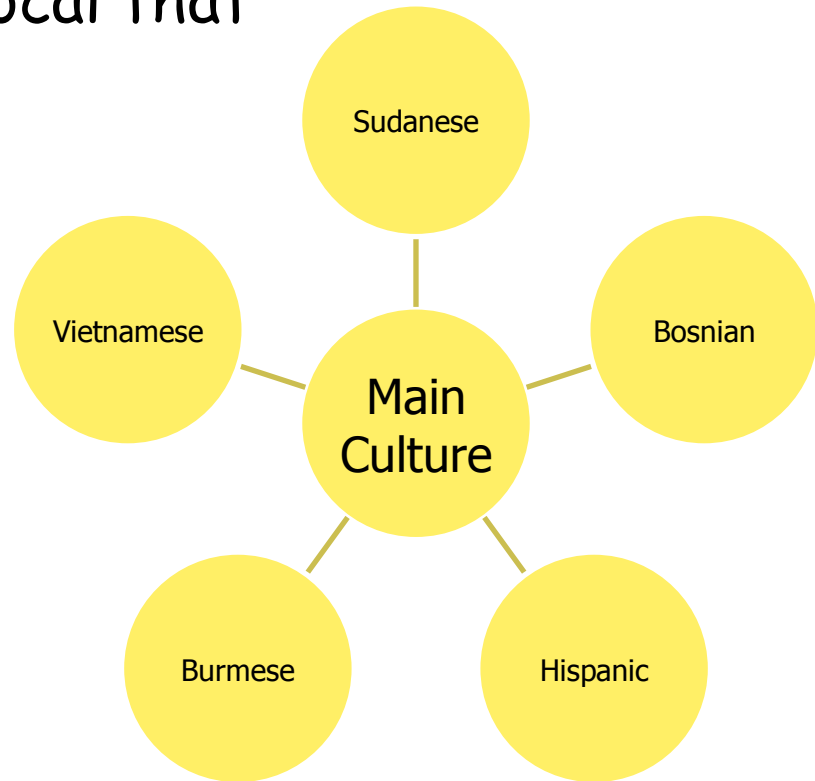


...So What is an Acculturation?

Acculturation is a process in which members of one cultural group adopt the beliefs and behaviors of another group.



Although acculturation is usually in the direction of a minority group adopting habits and language patterns of the dominant group, acculturation can be reciprocal that is, the dominant group also adopts patterns typical of the minority group.



Factors Affect Students' Acculturation

- **Migration Experience**

- Tourist

- being a short term visitor

- being a long term visitor

- Immigrant

- Refugee - time living in the camp, family separation or loss



- **Perceived Social Distance**

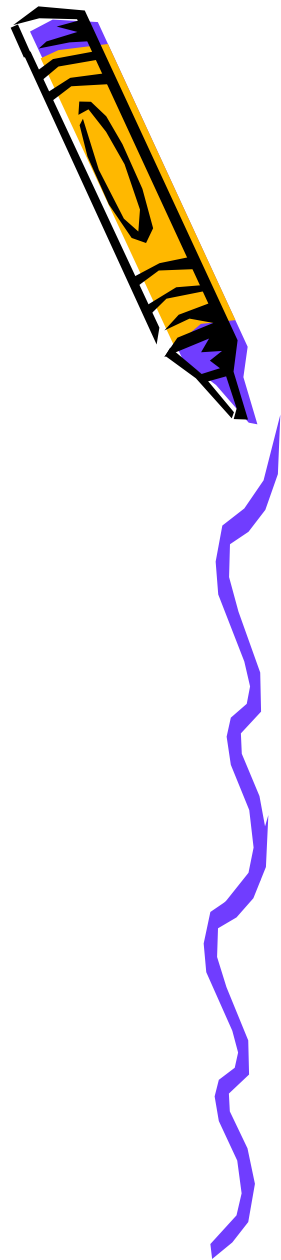
- Cultural identity and affiliation
- Language preference and use
- Social behavior orientation

- **Support (Network) System**

- Family
- Community

- **Others**

- Age
- Personality



Varieties of Acculturation vs. Language Development



Assimilation

C1/L1 replaced by C2/L2

Integration

C1/L1 blended with C2/L2

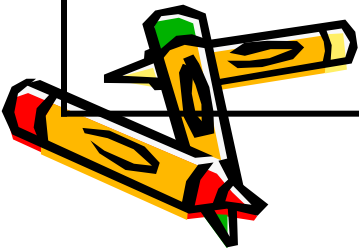
De-culturation

Neither C1/L1 nor C2/L2

Rejection

intentionally

*C1/L1 without C2/L2
Or C2/L2 without C1/L1*



The Intensity Shock of Culture is Cyclical

Fascination

Mental Isolation

***CULTURE
SHOCK
CYCLE***

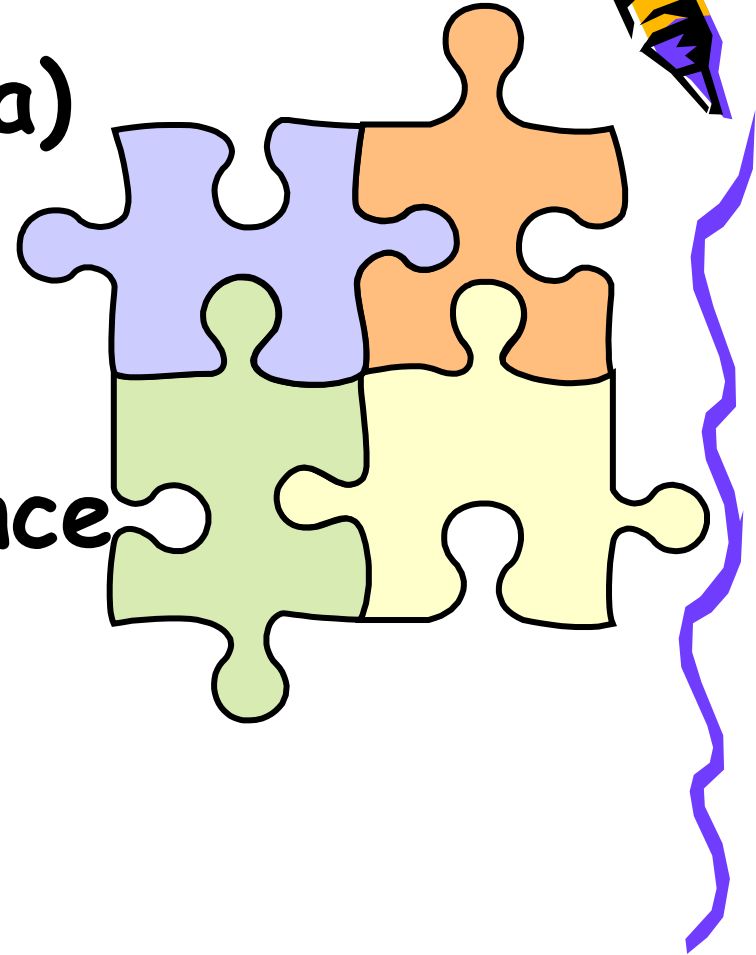
Adjustment

Disenchantment



Acculturation Stages

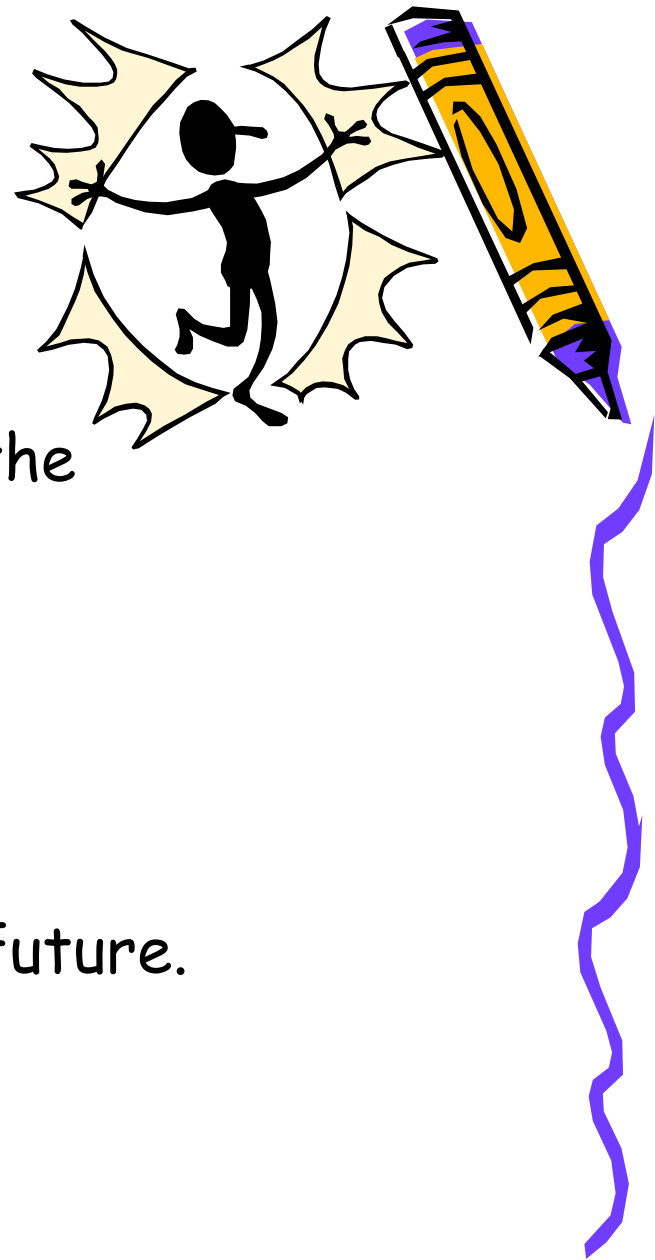
- **Discovery (Euphoria)**
- **Disillusionment**
- **Adjustment**
- **Recovery/Acceptance**



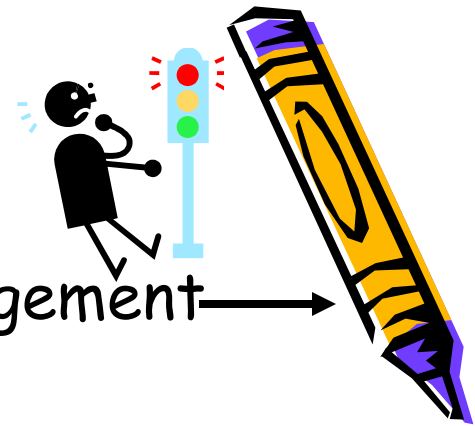
Adapted from Caldwell & Vanlo, DMPS

Discovery

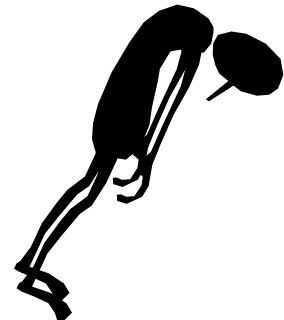
- Relief to be safe again.
- Excitement over the newness of the surroundings.
- Curious about the surrounding.
- Eager to learn new things.
- Setting unrealistic goals for the future.



Disillusionment



- Feeling discouraged (outsider), estrangement
Have a little desire to participate.
- Feeling angry, hostile with the surrounding →
Negative and defiant behavior.
- Feeling sadness, withdrawal, home sick, depression →
Identity crisis
- Reject new setting, culture. →



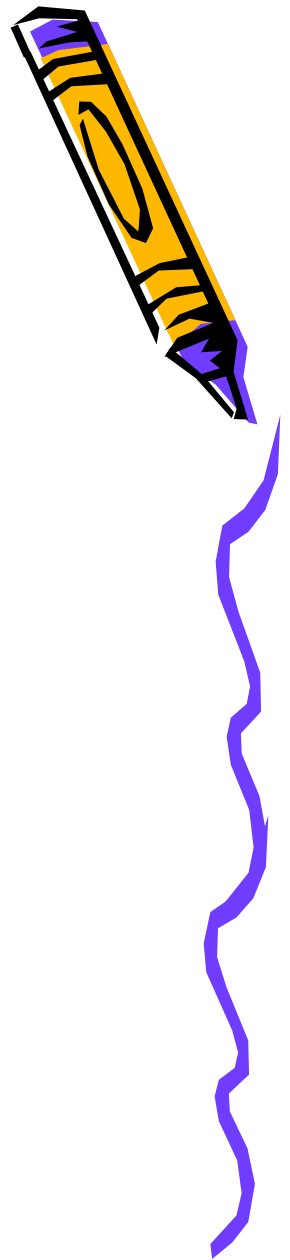
Adjustment

- Gradually feeling less like an outsider →
Attempting to adjust and find their place in the new setting.
- Begin to accept the differences in thinking and feeling that surround them.
- Experimenting a new lifestyles and values →
Be willing to try out new things.
- Begin to appreciate →
(SOME go to the extreme of rejecting their own culture...



Recovery/Acceptance

- Cultural barriers are bridged.
- Accepting new culture and self-confidence in the "new person"
- Beginning to realize the full impact of the situation.
- Beginning to value the new culture
- Try to balance both cultures.

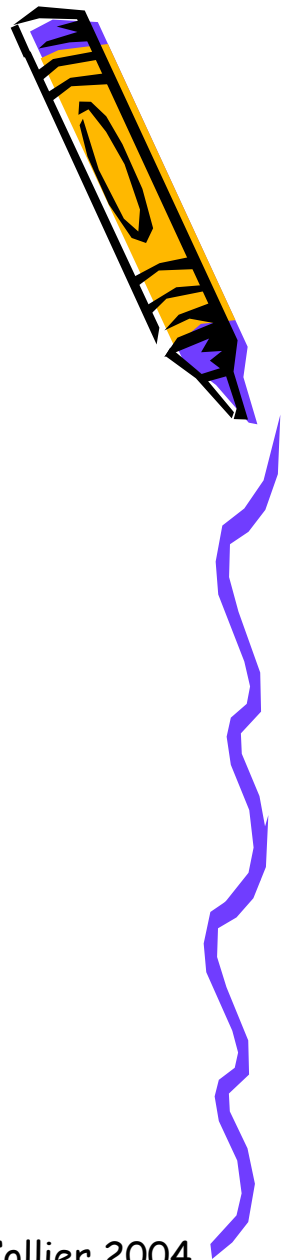


- Accepting fully the reality and living with the situation.
- Beginning to set realistic goals for the future. Working hard to achieve goals
- Mainstreaming as much as possible in the new environment.
- Establish new place (position) in the new environment.



Effects of Acculturation

- Heightened Anxiety
- Confusion in Locus Control
- Withdrawal
- Silence/Unresponsive
- Distractibility
- Resistance to Change
- Stress Related Behaviors



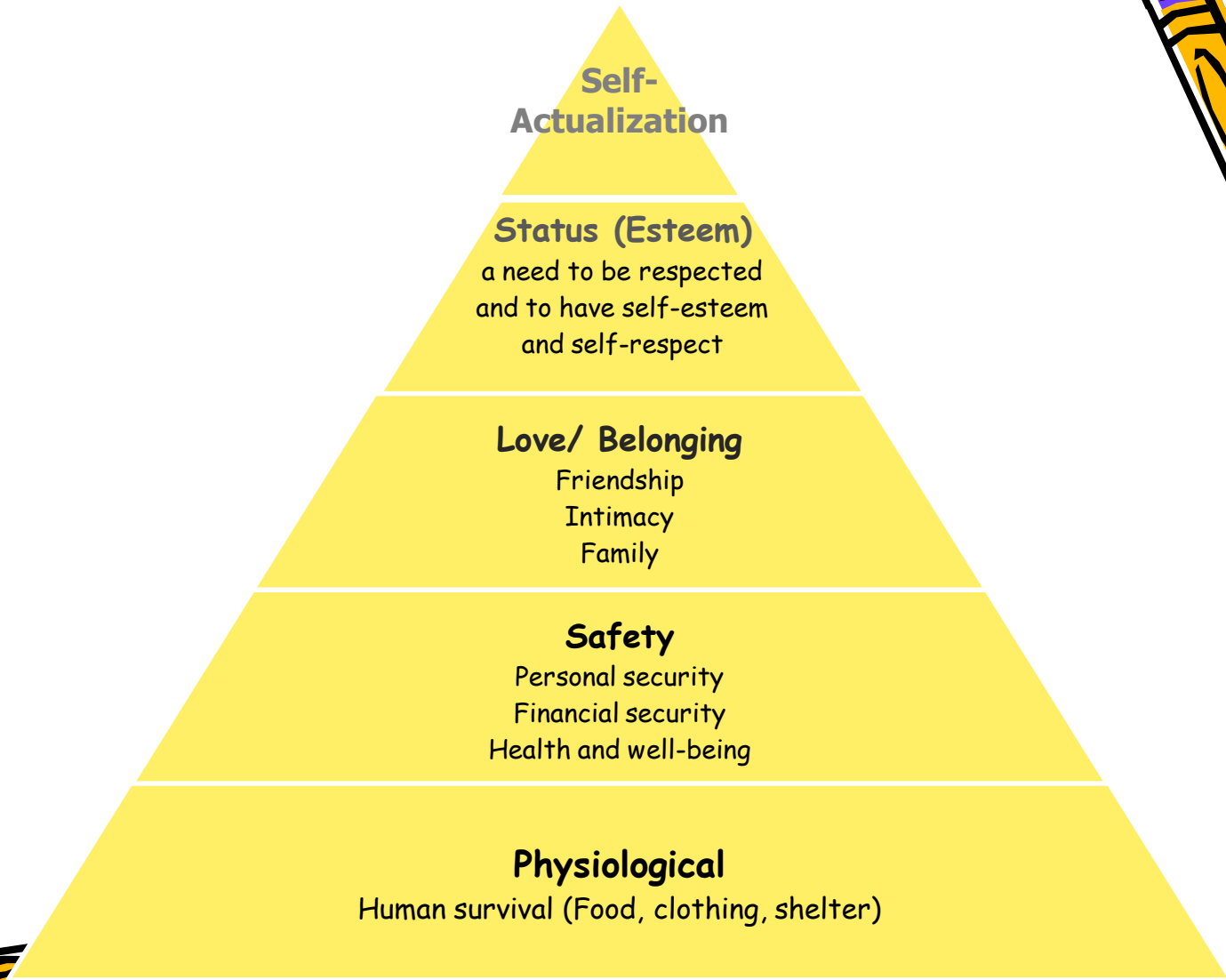
Realities of Acculturation Process

- Many people remain stuck in 2nd or 3rd stage of the process.
- Lead to unhappiness and frustration → Stress, family problems, psychological issues.
- Children usually are easily acculturated than adults → (what's happened?)
- Not to give up on the second stage



**So What We Can Do to
Help.....**

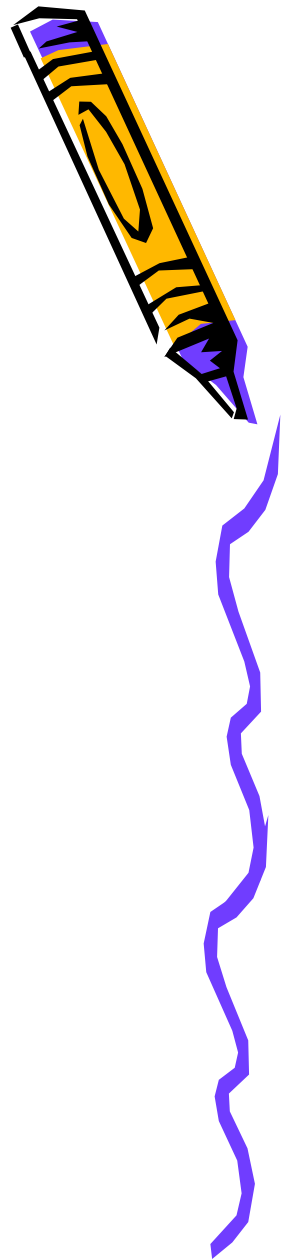




Maslow's Hierarchy of Needs

Communicate with an attitude of unconditional acceptance

- Encourage cultural knowledge sharing
- Allow student to share their knowledge and experience
- Communicate that cultural awareness is bilateral
- Visit the families



- Take time to learn each student's family history: immigration experience, educational and social background.
- Be willing to learn and share something, general and specific, about them. Building a student profile.
- Learn and use students' name, including proper pronunciation (if possible).



Ensure feelings of belonging

- Use small group instruction, cooperative learning (differentiate instructions)
- Establish and utilize a student support network
- Connect students and families to community support network. Assign buddies to each student
- Visit the families



Ensure that success is achieved

- Take advantage of students' strengths in learning styles
- Use small group instruction, cooperative learning (differentiate your instruction)
- Provide low-anxiety environment
- Seating students where they can be surrounded by other peers and have an optimal chance at observing and listening -> learning.



We should ask,

- "What are their students' particular interests and needs?" Rather than asking, "What labels do my students have?"
- "What are their students' strengths? Rather than asking, "What are my students deficits?"



"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."



