

Latinx Adult ELLs: Exploring English Instructors' Perceptions of Classroom Diversity and Culturally Diverse Teaching Strategies

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Abstract : This qualitative study addresses college English instructors' perceptions of classroom diversity and culturally diverse teaching strategies within the adult English language learning classroom environment. Every year, English college instructors face numerous challenges as the adult Latinx population keeps rising. To better understand the Latinx adult learners and the language classroom dynamics, research should focus on the experiences, pedagogical methods, and teaching insights of full-time and adjunct minority professors at degree-granting postsecondary institutions. Culturally responsive teaching is used as the framework to understand and explore the perceptions of English instructors on the realities and needs of Latinx adult emergent bilinguals enrolled in developmental English courses. Snowball sampling allows the researcher to locate members who meet these specific criteria: adjunct and part-time English instructors of adult Latinx language learners. Participants answered a demographic questionnaire and then contributed to 45-minute in-depth interviews to explore their perceptions of culturally responsive practices in the Latinx adult emergent bilinguals' basic and intermediate developmental English courses. The interviews shed light on topics such as teaching biases, educators' cultural experiences, and resources and strategies faculty recommend for effective culturally responsive teaching strategies. The result of this investigation will shed light on the gap in the literature documenting the application of culturally responsive pedagogy to Latino adult language learners.

Keywords : Latinx, English language learners, English faculty, adult learners, critical theory, culturally responsive theory

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