Asset-Based Perspectives

TE 150: Anne Drew Hu (they/them)

Administrative Stuff

- Interview Protocol assignment is due by Sunday
 - Questions?
- Reminder: you can revise up to 3 assignments
 - You have 5 days to resubmit after I give feedback

Two Kinds of Perspectives

Deficit-Based

Asset-Based

Focus on the problems

Hierarchical: implies a superior kind of community

Tries to "fix" the deficits

Prescriptive: tells communities what to do

Prioritizes privileged epistemologies

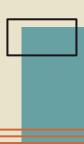
Focus on the strengths

Heterogeneous: different communities have different strengths

Tries to amplify strengths

Cooperative: combine strengths to improve community

Embraces marginalized epistemologies



What are you wondering about asset-based perspectives?

Article for Discussion

<u>Your Students Have Assets, Not Deficiencies: Differentiating</u>
<u>Instruction for English Learners based on Strengths and Interests</u>
<u>— Confianza</u>



In Base Groups

- What does this article tell you about the author?
- What do you think of the use of technology?
- To what extent does the author take an asset based approach to teaching English learners?
- How do you approach teaching English learners?

Linguistic Assets Applying asset-based perspectives to a multilingual context

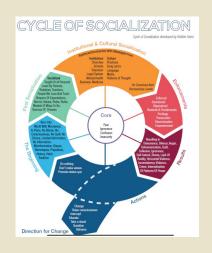
Socialization & Action

Socialization

English dominance enforces white supremacy

Deculturalization of children through schools

Families are shamed for speaking other languages at home



Action

Translanguaging theory and classroom action

Supporting transnational identities

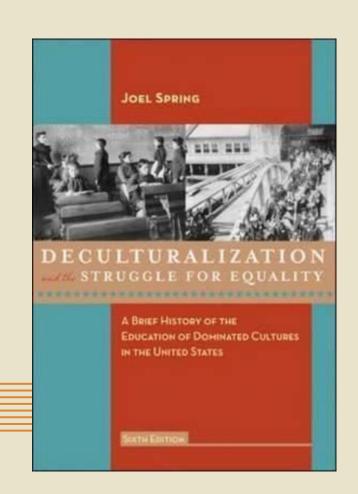
Asset-based community development (ABCD)



Deculturalization

Schools have been used to enforce white supremacy in America since the start of colonization

Book by Spring (1994)



Deculturalization

- Boarding schools
 - Native Americans: "Kill the Indian, save the man"
- Americanization of schools
 - Puerto Rico
- Segregated schools
 - Black Americans
 - Mexican Americans
 - Asian American ("Mongolians")

Methods of Deculturalization

- Segregation and isolation
- Forced change of language
- Imposition of dominating culture (curriculum & textbooks)
- Denial of expression of dominated group's culture
- Use of teachers from dominating group

Linguistic Capital

- English dominance privileges English native speakers, especially western Europeans
- Global dominance of English is a product of colonialism (3:1 non-native to native speakers)
- Non-English languages are devalued and bilingual families are shamed
 - ...despite the global prevalence and cognitive benefits of bilingualism
- English dominance is reinforced through schooling

"Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential."

Ofelia García (2009: 140)

Translanguaging

- Uses all of the student and teacher's linguistic assets
- Translanguaging is about communication, we can use multiple "named languages" to communicate
 - We can mix words from Spanish, English, and other languages that we are connected to
 - Separate but related theory to "code switching"
- García uses the word "corriente" to describe the changing flow of language in dynamic conversation

"...testing the proficiency of children in a language must be kept separate from testing their proficiency in language."

(Otheguy, García and Reid

2015: 299)

Example: Michelle Yeoh



Example: Taglish Online



Example: Taglish Online cont.

- - 1. Hindi lahat ng BBM voters ay mahirap at walang resources. Most of them have access to information but they subscribed to fake news and propagandas
 - 2. Kakampinks are still disappointed, walang makakapagsabi kung kailan mawawala ang bitterness. We move on in our own paces. Let people be petty.

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[-] 20Rzo **380 points** 2 days ago

I totally agree with your first point. My mom literally said "alam ko namang mali pero sya (88M) gusto ko boto eh" may pinag aralan naman, wala lang values.. ako nahihiya sa pananaw nya sa buhay

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Creating "Kakampink"



kakamp<u>í</u>





[noun] ally; teammate; person on one's side

Kwon: Transnational Children

- Jungmin Kwon studied transnational families' heritage language use and learning
- "...immigrant mothers view their children's HL maintenance as a bridge that connects intergenerational families across countrie"
- Immigrant mothers are consistently asked by teachers to stop using heritage language at home
 - Dr. Kwon, herself, was asked by her child's teacher to stop speaking Korean at home

Multilingual Schools









Asset Based Community Development

- Improving quality of life
- Uses the community's physical, human, and social capital
- Place-based
- Emphasis on sustainability
- Avoids trying to fix systemic problems largely out of our control

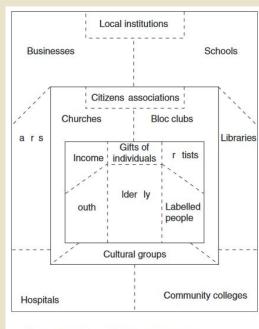


Figure 3.2 Community assets map



In Base Groups

- How can we support bilingual students without reinforcing English domination?
- What constructive criticism would you offer to the article's author?



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