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.

Gray, T. & Fleischman, S., (2004), Successful strategies for English language learner
Thinking about English Language Learners in the State of Iowa and DMPS

• In Iowa

• In DMPS
DMPS Enrollment Trend (% of Ethnic Groups from 2000)

- African-American
- Asian
- Hispanic
- White
- Multiracial - new group as of 09-10

Enrollment percentages from 1999-2011.
ELL ENROLLMENT AS SEPTEMBER 2010 BY LANGUAGE GROUPS

- Spanish: 60%
- Arabic: 5%
- Bosnian: 2%
- Burmese: 1%
- Creoles English based: 2%
- Dinka: 1%
- Karen: 3%
- Lao: 2%
- Nepali: 2%
- Rundi: 1%
- Somali: 3%
- Vietnamese: 5%
- Swahili: 1%
- Kareni, Krahn, Kunama Creoles French: 5%
- Others: 12%
<table>
<thead>
<tr>
<th>Language 1</th>
<th>Language 2</th>
<th>Language 3</th>
<th>Language 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acoli</td>
<td>Afrikaans</td>
<td>Akan</td>
<td>Amharic</td>
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<tr>
<td>Assamese</td>
<td>Bambara</td>
<td>Basa</td>
<td>Braj</td>
</tr>
<tr>
<td>Chinese</td>
<td>Corsican</td>
<td>Creoles and pidgins (Other)</td>
<td></td>
</tr>
<tr>
<td>Croatian</td>
<td>Ewe</td>
<td>Faroese</td>
<td>French</td>
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<tr>
<td>German</td>
<td>Grebo</td>
<td>Hindi</td>
<td>Hmong</td>
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<tr>
<td>Kannada</td>
<td>Kikuyu</td>
<td>Kinyarwanda</td>
<td>Kurdish</td>
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<tr>
<td>Lingala</td>
<td>Mandingo</td>
<td>Mende</td>
<td>Mongo</td>
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<tr>
<td>Newari</td>
<td>Nilo-Saharan</td>
<td>Nubian languages</td>
<td>Persian</td>
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<tr>
<td>Pushto</td>
<td>Romanian</td>
<td>Russian</td>
<td>Serbian</td>
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<tr>
<td>Somali</td>
<td>Soninke</td>
<td>Sorbian languages</td>
<td>Sundanese</td>
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<tr>
<td>Swahili</td>
<td>Tagalog</td>
<td>Tai (Other)</td>
<td>Tamil</td>
</tr>
<tr>
<td>Thai</td>
<td>Tigrinya</td>
<td>Yoruba</td>
<td>Zapotec</td>
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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
<table>
<thead>
<tr>
<th>Assimilation</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1/L1 replaced by C2/L2</td>
<td>C1/L1 blended with C2/L2</td>
</tr>
<tr>
<td>De-culturation</td>
<td>Rejection</td>
</tr>
<tr>
<td>Neither C1/L1 nor C2/L2</td>
<td>intentionally</td>
</tr>
<tr>
<td></td>
<td>C1/L1 without C2/L2</td>
</tr>
<tr>
<td></td>
<td>Or C2/L2 without C1/L1</td>
</tr>
</tbody>
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Cross Cultural Development, Collier 2004
The Intensity Shock of Culture is Cyclical

Fascination → Mental Isolation → Adjustment → Disenchantment

CULTURE SHOCK CYCLE

Cross Cultural Development, Collier 2004
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

Cross Cultural Development, Collier 2004
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

- **Physiological**
  - Human survival (Food, clothing, shelter)

- **Safety**
  - Personal security
  - Financial security
  - Health and well-being

- **Love/ Belonging**
  - Friendship
  - Intimacy
  - Family

- **Status (Esteem)**
  - a need to be respected
  - and to have self-esteem and self-respect

- **Self-Actualization**
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.”

-- Dr. Haim Ginott --