

INTEGRATING MULTIPLE INSTRUCTIONAL MEDIUMS TO TEACH CRITICAL LITERACY WITH THE ADULT LINGUISTICALLY DIVERSE LEARNER

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Abstract: Critical reading is the apex of tertiary education and the chief focus in higher education courses as they prepare adults for the workforce. Without significant improvements in academic preparation and support, many linguistically diverse [LD] students will have higher drop out rates in their first year of college. Developmental reading instruction practices are designed to emphasize moving the first-year LD students from sub-par reading levels towards the application and development of critical reading skills, as demanded by their college courses. Many community colleges across the United States prepare assessments tests in reading and mathematics for most, if not all, newly admitted students. These tests are used as placement guides, especially when the newly admitted applicant's high school transcript or SAT scores do not demonstrate that the student possesses the critical reading or mathematical ability needed to pass the 70 percentage threshold, an indication of being college ready. This paper argues that teaching critical reading requires embracing students' cultural capital and implementing scaffolds that will support the Adult Linguistic Diverse learner/students (ALDI/s). Results from this study indicated that both intrinsic values and instructor's disposition influence the ALD learner attitudes related to developed critical reading performance. These findings indicate that using multiple instructional mediums [MiMs] had a positive impact on students' critical reading skills and contributed to the ALD learners' comprehension, motivation, and critical reading skills.

Keywords: *critical literacy; community college; developmental reading; language minority students; adult linguistic diverse learner; culturally relevant teaching; cultural capital.*

INTRODUCTION

Students who speak English as a second language or Adult Linguistically Diverse [ALD] Students often struggle with reading comprehension. Though most students possess adequate English speaking skills to complete the primary task of communication, research indicates that most ALD students lack the required critical thinking proficiency needed for achieving reading and writing, the skills necessary to tackle the rigor and demand in their college level courses. Hogan (2013) noted that many Americans, specifically low-income migrants from non-English speaking countries, are deficient in numeracy and literacy skills. These migrants' failure to

master the language of commerce remains a hurdle in their ability to advance socially, economically, and academically. With this barrier in place, academic and workforce success remains an obstacle to overcome, as the proficiency in the dominant language requires not just understanding, but also demonstrating an application of its written competencies. Degree attainment for first-generation college students (FGCS) is essential in closing the achievement gap, meeting future workforce demands, promoting national and economic prosperity, and global competitiveness (White House, 2012).

This paper presents the outcomes of the use of the multiple instructional mediums

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(MiMs) in RDL50 reading course, using formative and summative assessments and various activities to improve linguistically diverse student critical reading skills and reading comprehension. It is well documented that ELLs (or ALDI students) face significant challenges as they develop literacy skills in their second language (National Center for Education Statistics, 2011). Critical readers should not only decode words from print, but also analyze and comprehend the message words or what the author conveys in their writing. Pishghadam, Noghani, and Zabihi (2011) asserted that learning never occurs in a vacuum. It occurs within a variety of contexts, some of which are more conducive to the process of cognitive, affective, and social development. Contextual learning in academic settings has profound effects on the learner. In this context, the micro and macro level of one's culture is often magnified especially in formal learning environments and social settings such as the classroom. While language enables communication, it also provides a reassuring quality more closely related with issues linked with trust, social capital, and cultural identification (Chong, Guillen, & Rios, 2010). Within the confines of trust, developmental reading instructors are at the forefront of interacting with the social capital, and cultural identification that LD students bring and will use to negotiate their identity in a dominant culture and academic system.

Data obtained from the National Center for Education Statistics (NCES) indicated that the median income of persons ages 18 through 67 who had not completed high school was around \$25,000, whereas the median income of [individuals] ages 18 through 67, who completed a minimum of a high school credential, or General Educational Development (GED) certificate, was approximately \$43,000. Batalova and Fix (2012) found that all students regardless of their race and ethnicity had a higher correlation with graduation rate from high school than students who identified their

status as that of low-income LD students. Research further suggests that those who drop out of high school, as opposed to those who completed high school, costs the U.S economy approximately \$240,000 in terms of lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and reliance on welfare (NCES, 2012). For this reason and among others, the gap in academic skills and income earnings continue to widen between that of low-income and high-income families.

Moreover, affluent families' children's literacy begins before they enter school and increases in subsequent grades. It is with this awareness of the importance of Literacy, where high-income families recognize that if their children are to be ready for the 21st century workforce, the required "skills of repetition, basic applied knowledge, and limited literacy" will not be a factor for their offspring (Kereluik *et al.*, 2013). Besides, although these skills are necessary, Spring (2014) asserted that to be competitive, the infusion of technology's importance on foundational [literacy and numeracy] within a global economy is imperative at every level of the curriculum. Crow & Muthuswamy (2014) reinforced this notion that the skills required today's workforce demands flexibility, critical thinking, knowledge of economic trends, and proficiency in technology-related fields, all of which places the adult linguistic learner at a disadvantage in today's global economy. Failure to use multiple instructional methods in developmental reading courses places the ALD learner in a precarious disadvantage as the modalities of the knowledge capital economy requires critical thinking skills needed in the workforce, all of which must be gleaned from various sources.

The relationship between language and identity is complicated, and the connection between identity and language is critical in higher education, especially when educators consider the role of their students' identity in the process of language acquisition, and second language acquisition. Wang (2017)

cites French sociologist Bourdieu (1977) stating that the value ascribed to speech could not be understood apart from the person who spoke, and the person who spoke could not be understood apart from larger networks of social relationship—many of which might be unequally structured. This power relationship, which exists in higher education classrooms, forces many adult linguistic learners to hide, rather than feel celebrated. For adult linguistic students, their inability to use language freely, which is necessary for upward mobility, imposes unforeseen restrictions, mainly because their underdeveloped vernacular in speaking and writing the dominant language, English, as this limits their ability to be fully visible.

Bourdieu also believes capital is not only economic but that it is social and cultural. Academic classroom structure of information distribution of students' cultural and social capital, sometimes ignore their learning since the instructor perceives his students as, "empty buckets to be filled." The college instructor ignores his/her students' cultural and social resources, as opposed to valuing them as motivating factors which can impact his/her students' chance of academic success. By implication then, the more cultural and social capital the student possesses, the more likely, he/she will have the probability of succeeding.

Research implies that a teacher's instructional practice enables the perpetuation of the disparities the ALD student experiences in higher education, due to the perception of limited academic achievement and little to no support at home. Economically and academically marginalized ethnic groups are often not expected to succeed, especially if they are from impoverished backgrounds. Most, if driven to succeed, fail because of little support, inadequate academic preparation, and self-fulfilling prophecies projected by mainstream society and instructors, which hinders most students' academic performance. When projected in the disposition of higher education educators, this perception bias impedes the ALD

students' success. A belief Schmeichel (2012) contend is embedded in that "children of different racial groups are inherently different from each and on the assumption, that [low-income learner's behaviors and attitudes] are typical of their skin color." Implicit in this assumption are the phenotypic assumption based on the students' hue, and that pigmentation carries certain abnormalities, thus making certain groups genetically and phenotypically inferior to those who do not carry the Caucasian genotype. Too often, instructors across all content areas seem to ignore this poignant point made by de Kleine and Lawton (2015), linguistically diverse students vary greatly, in [several] different ways, it should not be surprising that their challenges in college vary significantly. Although some of these challenges are language-related, as would be expected, certainly not all are linguistics in nature.

Exposure & Environment

Garcia and Weiss (2015) postulate that due to the limited exposure to early literacy and numeracy books, Black and Latin/o LDs begin kindergarten with the greatest disadvantages in math and reading; this persists throughout elementary and their college years. With this deficiency, many of these students attend school, struggle to assimilate into a culture and language, which neither embraces nor support them. As a result, many of these students drop out early, never completing a college degree. To prevent the linguistic diverse learner from dropping out of school early, instructional methods and classroom materials should use different pedagogical strategies to meet their needs. Integrating the Mims approach will help native and non-English speaking students who often lack the foundational reading experience to read intently and apply critical thinking – especially to the level of analytical thinking expected at the tertiary level.

Researchers in literacy such as Dong, suggests that most of these learners come from educational backgrounds which emphasize rote learning and memorization

(Dong, 2015). It is with this awareness that the author believes, as Samson and Collins (2012) affirm, English language learners or Adult Linguistically Diverse students (ALDs) require special attention in the developmental reading classroom, as they are subjected to lower-academic performance.

Studies further postulate that students from low-SES high schools, often ignore college as an option due to financial constraints and low-grades, make qualifying for college admission a difficult feat. Bailey and Dynarski (2012) found that students who grew up in high-income families complete college within four years, whereas, low-income college students are often saddled with employment and life responsibilities. Bowen *et al.* (2006) cited in Bastedo and Bowman (2017) suggests that students in the top income quartile are six times more likely to take the SAT and score 1200 or above compared to students in the lowest quartile.

Moreover, literacy development includes learning discrete skills, such as decoding, as well as acquiring values, attitudes, beliefs, feelings, and social relationships around literacy practices (Purcell-Gates *et al.*, 2004). Therefore, in the developmental reading class, the instructor's dispositions, pedagogical practices are imperative to the success of the students whose English language and comprehension skills are in the developmental phase. Bourdieu further proposed "language is not only an instrument of communication or even of knowledge but also an instrument of power. A person speaks not only to be understood but also to be believed, obeyed, respected, distinguished" (p. 648).

Linguistically diverse language speakers, although possessing adequate communication skills, struggle with English proficiency in higher education classrooms. When the ALD student feels that his or her language is not accommodated in the college classroom, he/she may feel unmotivated to speak or even participate in a classroom where the instructor is the power figure. Hence, when a student is having a problem

comprehending text-structure or content covered in the classroom, it is imperative that the instructor allows the ALD student to speak, using the language with which the student feels most comfortable. Thomas (2017) affirmed that ALD students sometimes have problems navigating the academic setting, text-structure, and struggle with critical reading comprehension skills which leads to poor academic performance. These factors are a cause for concern. He further contended, as low-income students' academic performance drops in their course study area, efforts in achieving their dream of graduating from college remains elusive, when the instructor's disposition is dominant rather than welcoming.

Reading Challenges

Ross-Gordon (2011) claimed that nontraditional learners' enrollment in postsecondary institutions is the fastest growing group of students, this requires immediate attention regarding education equality for learners twenty-five years and older. Larson, Gaeta, and Sager (2016) assert that the National Council of State Directors of Adult Education (NCSDAE) advocate and support the training of educators to tutor adults in specialized programs across the country, which seek to provide tutoring services for adult learners to succeed in secondary and postsecondary institutions. When ALD students struggle with textbook vocabulary and comprehending its content, it is due to their limited grasp of English, experience, and exposure to these texts.

At the college and university level, most textbooks either literary or technical are written with vocabulary words beyond the reading and comprehension level of the adult linguistic diverse learners' reading experience. In response to students' multiple learning styles in the college classroom, instructors should recognize that textbooks are one medium of instructions, and these books are decontextualized, abstract, technical, literary and sometimes mundane to the adult linguistically diverse learner. As such, instructors should incorporate various mediums to engage the adult learner who is

often self-directed, rather than using traditional lecture formats.

Ferris, Eckstein and DeHond (2017) suggested, if these [ALD] students are to complete college, then providing students with appropriate and useful opportunities for language development during their first year of college [English/ Reading courses] is essential to their success and to practice the opposite may present complications for these students. MacDonald (2007) and others affirmed, there are many contributing factors which delay the graduation rates of ALD learners. One reason is the fact that many college teachers are unwilling to give up valuable class time to teach grammar or vocabulary instruction. Besides, as Ferris Eckstein and DeHond (2017) affirmed, composition instructors also may not have the technical knowledge to teach language points effectively. Research further supports the ideology that adults and children born into literate communities and groomed to value literacy with highly literate caregivers will begin their lives immersed in a literate environment (Carnevale *et al.*, 2011).

Conversely, children raised in sociocultural contexts where there is no access to literacy will not develop the corresponding literacy practices or skills until they encounter at least one experience with the written language (Purcell-Gates *et al.*, 2004). Literacy and critical reading development presents formidable challenges in academic settings for native English speakers (Samson & Collins, 2012). Given the fact that second language adults require additional supports and instruction [all] practices, should not the instructional practice, pedagogy, and instructor's disposition be designed in a way to develop [and support the] literacy skills, strategies, and [master reading] concepts of the second language learner? And given the impact that environments have on shaping students learning, enlightened literacy practice should cultivate a classroom environment that benefits and support learning. However, some researchers propose the idea that some college curriculum objectives are in direct

opposition to the academic needs of out-of-school literacies of [the ALD students] (Hull & Schultz, 2002). The ALD learner needs instructional support throughout his/her academic career, that which will assist him/her in going beyond passing the developmental reading course, but also completing a college degree expeditiously.

Theoretical Framework

No single theory can capture the entire essence of the adult learning experience while enrolled in an academic setting, however, for this paper; Knowles theory of Andragogy (1986) recognizes that adults are self-directed learners. Knowles's theory makes the following assumptions about adult learning. Adults need to know why they need to learn something [cognitive]; they need to learn experientially [a social component with experience and direct immersion]; adults approach learning as problem solving, and adults learn best when the topic studied is of immediate value (motivation). Andragogy means that the instructional approach for adults should focus more on the process and less on content. Reading is a cognitive process. This theory emphasized the self-directed process where the adult learner is required to connect and interact with the instructor's disposition, pedagogical practices, and the learning outcomes while integrating the MiMs pedagogical practice as evidenced in students' pre-and post-tests results.

ALD learners relate positively to interactive technology, free from instructor's input and require the integration of the learner's own metacognitive thinking abilities, and solving problems independently. Dexter, Lavigne, and de la Garza, (2016) affirmed that from a sociocultural historical perspective, learning is situated within relationships and thus is intrinsically tied to identity. In this regard, the author's use of the word "identity" demonstrates that students in the college environment construct and reconstruct the dimension of themselves through interaction with language, text, and other course materials. Due to the interactive nature

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between, social relationship, identity formation, and language development, it is necessary that the author examines these factors in the development of critical reading skills acquisition, as well as the fundamental characteristics of the principles of social learning in relations to intrinsic motivation.

METHOD

The study used a quasi-experimental design, using data obtained from pre-test and post-test results. The author wanted to investigate whether incorporating the use of multiple mediums of support, pedagogical strategies and instructor disposition affected ALD learners developed critical reading comprehension skills. Here, participants read several selected articles from the New York Times Op-ed section, watched YouTube videos, engaged in group discussions, presented on their culture, and integrated supporting research to support their paper, and subsequently, completed an assessment beginning and at the end of the semester. ALD participants were provided with culturally relevant reading materials, beginning at the 10th-grade reading level. Upon completion, they were required to take assessment throughout the semester, lasting for 16 weeks. This was also infused with two hours of in-class instruction and 50 minutes of technological reading lab, two times per week. 33% of the participants are native-born United States citizens, 67% spoke the second language at home, other than English and completed a minimum of fewer than 3 years of their secondary education in a New York City public school, while 87% of the

enrolled student population are migrants from various parts of the world.

Participants comprised of 46 students enrolled in RD51 in a Community College in New York (CCNY). According to CCNY's report, 33% of its student population is non-native English Language speakers where LD students account for nearly 90% of the population. Demographically, 80% identified themselves as linguistically diverse, 15% of Asians, 20% African Americans, and 65% from Hispanic origin. The gender distribution consists of 11 males and 35 females. For placement purposes, all students admitted to CUNY are required to take CUNY Assessment Placement Exam in Reading.

The CUNY Assessment Placement Reading (APR) scores are used as indicators to determine students' critical reading proficiency. The test predicts students' reading and comprehension levels and measures whether students are ready to take on the rigor of college. In this regard, their scores exhibit the students' ability to analyze and synthesize complex reading passages; which is subsequently indicative of their preparation for college-level work. Students' score are categorically assessed as follows: test takers who scored between 00-56 are placed in RD50; those who scored above 56 are put in RD51; and finally, those who scored 70 and above, are exempted from developmental reading courses. The developmental reading course functions as the scaffold building deficient skills and aims at improving critical reading skills in respective academic disciplines. See Table 1.

Table 1. *Categorization of students' score*

Test	Score	Placement	Course Placement
Reading	00-56	APR 94	RD50
	57-69	APR 95	RD51
	70 AND ABOVE		Exempt from Developmental Reading Courses

In assessing students' prior reading skills, students completed a pre-test and a post-test on the following areas: main ideas, annotation, outlining, vocabulary, identifying arguments, differentiating facts

from opinions, inferences, summary, and comprehension. This approach ascertained whether participants adapted to the instructional style and activities presented by the instructor. Texts selection comprised of

various instructional materials obtained from the New York Times online Op-ed section. These include the following, *Trump Administration Targets Parents in New Immigration Crackdown*, *Brutalized Behind Bars*, *Questions on the Blake Assault*, *New York City*, and *James Blake Resolve Excessive-Force Claim*, etc., as well as the reading of George Orwell's *Animal Farm*. Comprehension strategies ranged from simple to difficult, as the assigned tasks provided data, on how ALD readers processed information, what textual cues they used, explanation of excerpts read, and the retrieval clues used to make meaning of information with which they could/could not comprehend. Elements of visualization included the use of mind mapping, word-webs, graphic organizers, and reflection. These key features were used during classroom instructional time; these functioned in the capacity of boosting critical thinking skills and fostering student engagement.

Students completed individual pre-post reading activities in class and read the text at home. After reading and completing activities in class and at home, students were required to complete a survey about their perception and motivation about the text topic. At the end of the semester, students completed a post-test, where the required passing score was 75%. This scoring threshold indicated whether students demonstrated the base critical reading competency to exit the developmental reading course. Participants received a description of each selected excerpt, publisher's information, document source, date of publication, and read a variety of genres. Topics ranged from politics, police brutality, immigration, among others fused with activities provided from the assigned text, *Reading and Study Skills*. These documents provided students with study skills, conversational style language, and graphics with appeals to the visual learner, as well as, practice activities with examples and distinct skills, which benefit the developmental reader.

ALD learner also completed project-based activities and created PowerPoint presentations. Students were required to include in their presentations the following components: main ideas, supporting details, as well as create inferential questions for presenter-audience engagement. Group activities required students to complete the following, locating the main idea and supporting details, using context clues to define word meanings, making an inference, analyzing and summarizing.

RESULTS AND DISCUSSION

Findings indicate that using MiMs to teaching reading comprehension and helping ALD students are within the abilities of every instructor. Using K-W-L charts, YouTube videos, computer software programs, and concepts maps can help the struggling reader build their comprehension, as well as their critical reading skills. The literature on teaching and learning suggest that the ways a person learn and retain information are influenced by instructional methods used in the classroom and the student. Buck and Akerson (2016) encourage educators to assess the dissidence between espoused values and values in practice within academic learning environments. Many instructors purport the ideology of student-centered learning, but instead their instructional method is that of a teacher-centered approach.

At the college level, most instructors appear unphased by the reality that they are facilitating the learning process with adults and not empty minds in which they fill information. Paulo Freire (1970) refers to this as the banking model of education where the teacher deposits knowledge into the open repositories of students' minds. In this practice and belief, learners memorize and recite the deposited information. When instructors use the above-mentioned strategies, students are then empowered to use their cultural capital to build on what they need to know. They are encouraged to become familiar with their learning styles, while the instructor simultaneously

integrated minimal use of traditional lecture format using a modeled practice, which caters to the use of multiple mediums to ensure the ALD learners’ academic success.

To find out whether there were any differences between the pre-test, post-test scores and motivation within the two student group cohorts, a paired samples t-test was done. Paired samples t-test analysis suggests the difference between pre-test and post-test scores was significant ($p < .05$). This finding may suggest that MiMs activities implemented with ALD learners were useful in helping them improve their critical reading skills. Results indicated at least 85% of the ALD learners (39/46) demonstrated improved proficiency in critical reading skills and comprehension from exposure to instructional use of

various instructional mediums. At the end of each semester, student cohorts’ data was assessed using SPSS version 23.0 to perform exploratory data analysis to compute and interpret students’ assessment score across the various mediums used via descriptive statistics. The administered post-test, assessed critical reading skills in the following areas: inference, summary, locating the main idea, etc. A passing score of 75% indicated the lowest threshold by which a student could demonstrate critical reading proficiency competency and exit the developmental reading course. A One-Way ANOVA analyzed the students’ assessment scores across the multiple instructional mediums areas used, where the maximum possible scores earned was 100 as depicted in Table 2.

Table 2. Paired samples t-test ANOVA results between and within groups

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Pretest	Between Groups	1093.152	18	60.731	2.128	.037
	Within Groups	770.500	27	28.537		
	Total	1863.652	45			
CR Skills	Between Groups	887.243	18	49.291	1.294	.266
	Within Groups	1028.583	27	38.096		
	Total	1915.826	45			
Motivation	Between Groups	215.717	18	11.984	.661	.818
	Within Groups	489.500	27	18.130		
	Total	705.217	45			
YouTube	Between Groups	586.152	18	32.564	1.223	.311
	Within Groups	719.000	27	26.630		
	Total	1305.152	45			
Engagement	Between Groups	375.326	18	20.851	1.140	.371
	Within Groups	494.000	27	18.296		
	Total	869.326	45			
Comp Software	Between Groups	328.025	18	18.224	.683	.798
	Within Groups	720.583	27	26.688		
	Total	1048.609	45			
Concept Maps	Between Groups	301.620	18	16.757	2.167	.034
	Within Groups	208.750	27	7.731		
	Total	510.370	45			
K-W-L	Between Groups	199.978	18	11.110	.446	.961
	Within Groups	673.000	27	24.926		
	Total	872.978	45			

Table 3. Independent paired t-test sample results measuring the dependent variable motivation against the variables pretest, computer software, critical reading skills (CRS) and engagement

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Motivation	86.87	46	3.959	.584
	Pre-test	57.91	46	6.435	.949

Pair 2	Motivation	86.87	46	3.959	.584
	Post-test	82.00	46	5.910	.871
Pair 3	Engagement	83.28	46	4.395	.648
	Comp Software	87.826	46	4.8273	.7117
Pair 4	Engagement	83.28	46	4.395	.648
	CR Skills	82.78	46	6.525	.962
Pair 5	Engagement	83.28	46	4.395	.648
	Motivation	86.87	46	3.959	.584

Table 3 above depicts the paired t-test results of ALD students' performance scores using two articles: *“Driving While Undocumented* and *the Trump Administration Targets Parents in New Immigration Crackdown.”* These articles required students use cognitive processing skills and required analysis skills. Student's

performance in the final post-test results demonstrates that the use of multiple texts improved their critical reading comprehension. The results indicate a statistical difference between their pre-test and critical reading skills (CR Skills) scores which was found to be significant ($p < .05$).

Table 4. *Test of homogeneity of variances on Multiple Instructional Mediums (MiMs)*

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pre-test	2.650 ^a	12	27	.017
CR Skills	2.122 ^b	12	27	.051
Motivation	2.278 ^c	12	27	.037
YouTube	3.574 ^d	12	27	.003
Engagement	1.336 ^e	12	27	.256
Comp Software	1.234 ^f	12	27	.312
Concept Maps	1.543 ^g	12	27	.169
K-W-L	2.357 ^h	12	27	.031

The equal variances assumptions are assessed by examining the p -value > 0.5 . Based on the Levene's test CR Skills, motivation, computer and software engagement was highly significant.

The implication is that instructors of the linguistic diverse student population should examine their disposition when interacting with this population. Consideration of their ALD students learning styles should include using various instructional mediums, audio-visual, YouTube videos and Computer adaptive technology have shown that these are helpful in fostering critical reading skills.

Students' interaction with various mediums help them to develop the ability to synthesize information, as different levels of intelligence is present during learning to promote an improved level of reading and comprehension skills. Instructional practices and attitudes towards the ALD learner must embrace the diverse capital our students bring to the classroom. Thus, more research

in integrating instructional opinions and thoughts related to ALD learner, and how these relate to classroom practices, is strongly recommended. A necessary implication of this study is for instructors of the ALD community to participate in pedagogical-related professional development. Instructors should seek to improve their developmental pedagogical practices, professional development skills, while encouraging dual language development practices in their classrooms, as opposed to attempt the reinforcement of fostering micro-aggressive behaviors often depicted unconsciously in higher education classrooms.

CONCLUSION

Using multiple instructional mediums allows the adult linguistically diverse (ALDs) student to using higher-order metacognitive skills which enables them to comprehend learning outcomes. Students enrolled initial

enrollment scores were as low as 48 percent. Most of these students subsequently increased their critical reading skills and were able to score as high as 95 percent on the reading exit examination. Based on these findings, the implications for educators, as using multiple instructional mediums allow the ALD student to grasp unfamiliar vocabulary materials. Educators who acknowledge the learning experiences of ALD learners can provide a safe and nurturing instructional environment for their benefit. Dong (2015) contends that providing real proved to be impactful on student's learning. Therefore, instructors of the ALD population should take into consideration the LD students' cultural capital and learning style differences which require more patience, as opposed to the native English speakers.

Without instructors changing their disposition towards students who come to college unprepared, reinforcing stereotypes and labels such as "ill-equipped," we must accept that we are a part of the problem. Our pedagogical practices should implement basic instructional methods on how we instruct rather than ignoring the cultural capital that our students bring to the classroom. Supporting our students' learning styles and adapting best practices can cater to the various learning styles we encounter in the college classroom. In agreement with Thomas (2014), perhaps the greatest danger lies in the high number of uneducated dropouts who are motivated to succeed, but instead of being given a chance to attend college and lift themselves from poverty, educators become the gatekeepers who deny African American and Latin/o students to achieve the American Dream. As educators, we need to be knowledgeable of the hurdles that prevent low-income and linguistically diverse students who are in the process of ascending the ladder of success and make a commitment to learning, demonstrated in students' success.

Instead of reinforcing the ever-changing glass ceiling of economic and social marginalization, educators must use multiple

mediums to accommodate the various learning styles they encounter in their classrooms. In answer to Crosta and Jenkins, community colleges may be under pressure to improve completion rates, yet educators when not attentive to how students process information, need to ask questions, and create tasks and assignments differently. Instructors of this population further entrenches the belief that they are not capable. Instructors of literacy should provide ADL learner with ongoing feedback, constant motivation and use activities that will improve learning outcomes. This pedagogical practice is not merely beneficial to students' self-esteem, but it also improves these students drive to be one of the first members of their families to complete a college degree.

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