

Artifact E

The Investigation on Latino Community in Nashville

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In their article, Jane S. Townsend and Danling Fu (1998) recorded how a Chinese boy Xiaodi, who knew nothing about English before coming to America, made a great progress in learning English. One of the reasons they owed the huge improvement to is that Xiaodi's language and personal skills were recognized and respected so that he could use his prior knowledge to join and contribute to the class and school community. Jiménez, Smith and Teague (2009) also believed that by embracing and implementing transnational and community literacies can teachers begin to build constructive relationships with English-language learners (ELLs).

Bearing these in mind, on August 31st, I visited K&S World Market and then interviewed an electronic devices shop owner who is from Cuba and has been in America for around 24 years. These visits are important because they help inform our work and enable me to learn how to apply community literacy in class. This paper begins with an introduction of Latino community in Nashville, and then discusses the benefits of community literacy project for teachers and the barriers I met in the investigations. It comes up with further activities in the end to help teachers become more familiar with the local community.

Latinos have become the largest minority group in the U.S. since 2001 (Clutter & Zubieta, 2009, p.1). According to the demographic statistics in 2012, five percent of people in Nashville speak Spanish ("Nashville"). As a new gateway for Hispanic immigrants, Nashville has welcomed a large number of Hispanic immigrants with an economic transformation from a regional economy based on light manufacturing to an urban economy centered on the service sector and by experiencing an internal migrant ("Economic", 2009). These immigrants usually work in low-wage, low-skill seasonal fields, like agriculture or construction, and in many year-round positions in service and manufacture (Nagle, Randy, & Burd, 2012).

In Nashville, the social network of Latinos is diverse. There are lots of organizations which aim at helping Latinos better integrate into American society, such as the major business organization Nashville Area Hispanic Chamber of Commerce (NAHCC), Hispanic Organization for Progress and Education and Conexión Américas, a leading Hispanic group serving in Nashville. Apart from organizations, medium is another critical social network for Latinos. The radio stations *La Sabrosita*, *La Mejor*, the newspapers *El Crucero*, *Latino News*, *La Campana*, and the United Methodist Church's Spanish-language magazine, *El Intérprete*, provide Hispanic groups with useful information regarding their daily, social and political lives ("Economic", 2009). In my interview, the shop owner said that Hispanics living in the same neighborhood usually form a tight circle, though they come from different countries. People in a certain circle communicate with each other more than with outsiders. Usually, they have their own frequently-visiting groceries, restaurants and shops (personal communication, August 31, 2013).

Family plays an important role in Latinos' lives. "Traditionally, the Hispanic family is a close-knit group and the most important social unit. The term familia usually goes beyond the nuclear family. The Hispanic 'family unit' includes not only

parents and children but also extended family” (Clutter & Zubieta, 2009, p.1). JoBeth Allen (2007) pointed out that knowing the children’s family culture is a key to conducting culturally relevant teaching. Thus, when having ELLs from Spanish-speaking countries, we English teachers can actively involve students’ family in. For example, on the topic of family, I would let students introduce their family’s special traditions and talk about how their big family celebrates festivals. This activity would provide them with a great opportunity to practice oral English in that they are familiar with these activities and would have a lot to talk about.

Another example is that in the computer shop, I found some posters (see Appendixes 1 & 2) about the inexpensive services for international calls, which can be used in my class. If students are used to contacting family members in homeland by international calls, I can regard these posters as teaching materials to have students learn special terms relevant to phone call services. Actually, studying these items could be beneficial to the whole class since phone services are relevant to our daily lives and students would use them some day. Also, considering their family values, we can turn to the family for help when Spanish-speaking students fail to make progress in English learning. According to the shop owner (personal communication, August 31, 2013), his son learnt English from his cousin in the early stage whom he always played with. So if it’s hard for children to improve English proficiency in class, teachers can ask their parents to find someone who is capable of speaking English in their family to help the students.

“Preserving the Spanish language within family is a common practice in most Hispanic homes” (Clutter & Zubieta, 2009, p.2). When talking about his son’s linguistic education, the shop owner mentioned that though his son spoke English at school, he would speak with his boy in Spanish at home so that he wouldn’t lose the ability to speak their native language (personal communication, August 31, 2013). So, Latino children’s Spanish background could be their advantage to English study, thanks to the similarities between English and Spanish. August, Goldenberg and Rueda (2010, p.144) cite a 1979 study by Jim Cummins which found that what students learn in one language can be easily learnt in another language. For instance, “the Spanish word for ‘beef’ and ‘cow’ (vaca) has the same origin as the English word ‘vaccine’. Many other English words have their own cognates in Spanish: unity (uno), duo (dos), trio (tres), quartet (cuatro), sexagenarian (seis), September (seven), octopus (ocho), November (nueve), December (diez)” (Fernandez, 2009). Connecting new words to those students have already known can make vocabulary learning much easier. In fact, this action complies with the third goal of community literacy project: Make the classroom built on students’ prior knowledge (Jiménez, et al. 2009).

In my investigation, I found the community literacy project really helpful, especially in familiarizing myself with ELLs’ cultural backgrounds and having students learn from each other. Firstly, “Familiarity with the documents and other literate forms found within students’ communities allows teachers to learn about their social, cultural, economic, and political lived realities” (Jiménez, et al. 2009, p.18). During my investigation, I found Mexican Independence Day was coming in a Spanish newspaper (see Appendixes 3, 4 &5). As a teacher, I can take advantage of

this chance to invite my Mexican students to make an Independence Day presentation and then involve the whole class into a discussion about the similarities and differences between American and Mexican Independence Day. I also found that the image of cowboys appears in many advertisements, especially in Mexican ones (See Appendixes 6 & 7). This presents me a great opportunity to learn whether cowboy has a specific meaning in their culture. If it does, I will think about how to involve it into my class to attract my students' interests.

“Another goal for the use of transnational and community literacies in schools is to provide a way for students from a variety of backgrounds to learn more about one another” (Jiménez, et al. 2009, p.18). In my trip to K&S World Market, I saw something which was seldom shown in American supermarket, such as duck's head and animals' organs (see Appendixes 8 & 9). Students whose home countries use these materials to cook can provide information about how to use them to cook a meal. Meanwhile, other students can learn the special foods in other countries.

Tough I collect useful samples in the investigation, but it didn't go very smoothly. The biggest barrier I faced would be the language problem. Spanish-speaking people get used to employing their native language in daily life and most of the time, they prefer to use Spanish rather than English. In my interview, once the shop owner failed to express himself in English, he would switch to Spanish, even though he could tell that I'm incapable of Spanish. Actually, this happened a lot. Under this circumstance, “teachers could collaborate (both content area teachers working with ESL specialists, or content area teachers teaching in different languages) to plan lessons and thematic units that incorporate these kinds of texts” (Jiménez, et al. 2009, p.25). In addition, teachers can try to learn the local language, which can also be very helpful for teachers in teaching. During the learning process, teachers would acquire more knowledge about a local tradition and culture, knowing their students' background better. Additionally, when we are second language learners, we are more likely to find the difficulties our students might suffer in learning English. With such awareness, we would pay more attention to the problems in class. Besides, learning students' local language is a great chance for us to collect common topics to talk with students. The thought that they can teach their teachers would make them more confident.

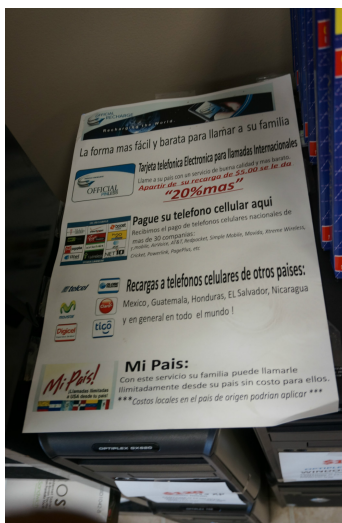
To better understand local communities, teachers can take further steps. For instance, we can set up a regular connection with students' parents to allow us to know what happened in the community. Actually, I'm thinking about letting parents who have more free time make a newsletter with their children about their community. This action will not only provide a good access for teachers to knowing the community better, but also actively involve parents into their children's study.

Through investigating the local community in Nashville, I realize the significance of community literacy in teaching: It's not only an effective tool to organize an ELL class, but a bridge to connect different cultures. We would meet obstacles in conducting this project but as the benefits overshadow the difficulties, it totally deserves our efforts to overcome them and move forward.

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Appendix 1



Appendix 2



Appendix 3



Appendix 4

EL CRUCERO DE TENNESSEE
VIERNES, 13 DE SEPTIEMBRE DEL 2013

NOTICIAS 3

Historia de la Independencia de México

La Independencia de México marcó una etapa muy importante ya que se dejó de depender de España y se convirtió en un país libre y soberano, pero no fue sencillo obtenerla ya que el proceso duró 11 años de eterna lucha del pueblo de México por obtener su libertad, esta lucha está dividida en 4 etapas:

1. Primera Etapa – Antecedentes y "Grito de Independencia"

Esta etapa comienza a principios de la década de 1760 y 1770. Cuando los colonos de la Nueva España, insatisfechos con los impuestos, las leyes y las restricciones que imponían los españoles, comenzaron a exigir reformas. En 1763, el papa Clemente XIV suprimió la Inquisición en la Nueva España, lo que fue visto como un signo de debilidad por los españoles. En 1763, Napoleón ocupa España, por lo tanto los españoles dejaban muy pocas posibilidades de independencia. México al estar en manos de los franceses en España, se veía obligado a pagar impuestos a los franceses. El pueblo muy insatisfecho se armó como pudo (cañabates, cuchillos, palos, etc.) y se inició el movimiento.

Después a San Miguel se les unió el ejército de Dragones de la Reyna y partieron hacia Ciferes, donde Hidalgo fue nombrado General del ejército. Alzados fue nombrado Teniente y Adamán Mariscal, uno con el fin de organizar un poco a la gente. Y de ahí salieron hacia Guanajuato y en

esperado que se enfrentaría en la población. Luego a las 10 de la mañana del 26 de septiembre de 1810, se dio el grito de independencia en el pueblo de Dolores, en el estado de Guanajuato, México, "Viva la Virgen de Guadalupe", "Viva Fernando VII", "Muera a los españoles". Hidalgo inició el movimiento con los españoles. A los franceses se le conocía como "Viento de la independencia". Hidalgo actuó a los españoles de prender el ejército de los franceses y hacer prisioneros a los habitantes que quedaban en el pueblo. El pueblo muy insatisfecho se armó como pudo (cañabates, cuchillos, palos, etc.) y se inició el movimiento.

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medio de una fuerte lucha entre los españoles y los insurgentes, Hidalgo y sus seguidores fueron derrotados y se dispersaron. Hidalgo y sus seguidores fueron capturados y ejecutados. El movimiento de independencia fue reprimido y se volvió a imponer el dominio español.

Cuando se dirigió a la capital de México, Hidalgo fue derrotado y capturado en Querétaro. Después de ser juzgado y condenado a muerte, Hidalgo fue ejecutado en Guanajuato. Su muerte fue un momento crucial en la historia de México.

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Al entrar a Guanajuato, al 26 de septiembre, Hidalgo intentó intimidar al intendente de Guanajuato, su viejo amigo, Juan Antonio Busto. Pero el marqués rechazó.

AVISO DE REUNIÓN PÚBLICA

Appendix 5

experiencia. Buen Pago.
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Para Publicar Llame al:
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Historia de la Independencia de México

3. Tercera Etapa – Campañas de Guerrero y José Mina

Tras la muerte de Morelos se inicia una época de decadencia de la lucha, ya que carecía de la unión de los principales líderes, quienes no tenían suficientes conocimientos militares. Entre los más destacados está el Amo Torres y Pedro Moreno que tuvieron su punto de partida en Guanajuato. En Veracruz se distinguió Don Nicolás Bravo, Vicente Guerrero en el, Don Guadalupe Victoria y el español Javier Mina.

Por su parte los españoles cometieron toda clase de excesos por lo que la Corona Española mandó destituir al virrey y poner en su lugar a Don Juan Ruiz de Apodaca que era gobernador de Cuba. Juan Ruiz llegó a la Nueva España en 1816 e inició un gobierno reprimido que todos los mexicanos venían en contra.

Así otra vez el movimiento libertario comenzó a decaer: los centros insurgentes fueron dominados por los reactivos como la junta de Jaujilla de Cadiz, se habían incluido los principios liberales como parte de sus postulados, pero al regresar Fernando VII al poder, mediante el tratado de Valencia, afirmando el absolutismo, suprimió la Constitución en 1814.

La táctica militar de los insurgentes había cambiado, pues en lugar de atacar prefirieron esparcirse a los fuertes y organizar solamente la resistencia.

Desde que Mina partió de Tamaulipas hacia el interior del país comenzó a tener campañas victoriosas, pero luego en uno de sus viajes rumbo a San Luis de Potosí en Guanajuato, fue sorprendido por Linares al mando de los realistas en el Rancho de Venadillo, quien siempre los había perseguido, en la batalla murió Pedro Moreno y Mina fue hecho prisionero y condenado a muerte.

En Michoacán que se disolvió en noviembre de 1819 y siendo condenado a cadena perpetua. Mientras tanto Guerrero comenzó su lucha en el sur.

Morelos fue hecho prisionero y fusilado el 22 de diciembre de 1815 en San Cristóbal Ecatepec.

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Appendix 6

ACT VA 1240AM MI ESTACION Modelo Especial ESPECIALMENTE GRUPERA

Pancho Barraza y su Banda Santantonia

BUENAS EL MEJOR BARE DE Septiembre NO FALTES!!

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LOS RIELEKOS LA MAQUINA MUSICAL NORTEÑA #1

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Appendix 7



Appendix 8



Appendix 9

