

## Comments for Poster 3

# Culturally Responsive Literacy Practices in a Pre-Kindergarten Classroom - A Case Study

### Presenter:

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### Comments

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# Culturally Responsive Literacy Practices in a Pre-Kindergarten Classroom - A Case Study



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## Introduction / Background

This qualitative case study research investigates culturally responsive literacy practices enacted by the teachers in a laboratory prekindergarten classroom focus on read-aloud and meaning-making.

Children who are from culturally and ethnically diverse backgrounds are often expected to learn in different cultural contexts than those they have experienced in their families, homes, and communities. Some children are never exposed to the dominant culture and practices so prominently valued in schools prior to entering early education settings. Upon entering (pre)school, young children are often expected to immediately engage in cultural practices that may be different from those at home to be conceptualized as successful, ready, or capable. Therefore, I will follow a constructivist approach within the culturally responsive pedagogy theoretical framework. I am in the quest to make sense, meaning, and understanding on how teachers engage or enact in culturally responsive literacy practices in a prekindergarten classroom. In this study, I aim to explore multiple perspectives – the two teachers, children, theorists, and myself as the primary researcher – these varied perspectives will help to construct my knowledge of the study.

- Culturally responsive teaching is the practice of changing instructional methods to best meet the needs of the students dependent upon the culture of the students being taught.
- It takes into account that means of communication may differ between student and teacher and accepts that parents have different expectations of education for their children.
- Instead of relentlessly sorting, separating, and ranking students, these pedagogies seek to open up worlds of possibilities for each student to bring his or her whole self into the classroom and into the world (Ladson – Billings, 2021).

"Every day, children who speak many languages (and many language varieties) enter our classrooms. As teachers, we can choose to include them in the learning that goes on in the classroom or we can choose to exclude and judge them, to effectively marginalize them. We do so through the ways we see, talk about, and teach them" (Soulo-Manning, M. (2016).

## Research Question

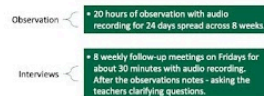
The purpose of this qualitative case study is to investigate culturally responsive literacy practices that are enacted by the teachers in a laboratory prekindergarten classroom setting with a focus on read-aloud and meaning-making. Employing a constructivist approach within the culturally responsive pedagogy framework will help in answering the following research question:

**How do teachers enact or engage in culturally responsive literacy practices in a prekindergarten classroom?**

## Methods

This case study research is a qualitative descriptive and interpretive case study that will examine culturally responsive practices enacted by the teachers in the prekindergarten classroom. The investigated phenomenon is focused on the teachers' instructional planning and implementation of literacy activities.

Participants and Data Sources:



## Data Analysis

My data analysis began within the data collection process in the field. Emerson et al. (2011) explained, "As the field researcher participates in the field, she inevitably begins to reflect on and interpret what she has experienced and observed" (p. 79). Similarly, Stake (1995,2020) asserted,

"There is no particular moment when data analysis begins. Analysis is a matter of giving meaning to first impressions as to final compilations" (p. 71). With his understanding as the basis of my beliefs about data analysis, I approached the data analysis process as one that will occur throughout my study in both formal and informal ways. As I completed observations, collect field notes, and conduct/transcribe interviews and focus groups, I have kept track of my insights and interpretations, and have used them to guide my continued inquiry and refine my approaches.

Cauley (2008) explains, "Rather than paraphrase a conversation, (creative writers) will use the spoken word in the form as people communicate in everyday life. Captured conversation enhances action and characterization. It is a most effective technique for involving readers, making them feel as though they are right there" (p. 435).

## Preliminary Findings

My focus of observations is the morning meeting, read aloud, center time. I am at present collecting data and have 5 more days to complete. Based on the data collected and interviews, the following have emerged:

- 1 •Fostering vocabulary by building a classroom community
- 2 •Language and Inclusiveness
- 3 •Stories and making connections

## Teacher Quotes



## Significance of the study

This study is significant because it adds to the bodies of literature on culturally responsive teaching practices in building language and literacy in prekindergarten. By merging the three areas of learning – culturally responsive teaching practices, literacy, and early childhood, the study may provide a greater understanding of how teachers can guide and create linguistic, physical, social, and academic spaces that can empower children.

## References

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- Cauley, D. (2008). Making qualitative research reports less boring: The techniques of writing creative nonfiction. *Qualitative inquiry*, 14(3), 424-449.