

Guidelines for culturally and linguistically responsive instruction in higher education

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Abstract

Given the internationalization of higher education and the increasingly diversifying student population in higher education institutions worldwide, it is critical to reevaluate the teaching and learning environment in higher education classrooms. Although inclusion and inclusive pedagogy emerged as essential orientations in education, gaps in educational opportunities, access, and achievements persist. This practical guide is intended to inform and promote inclusive pedagogy, specifically for culturally and linguistically diverse students in higher education settings across various disciplines. The guidelines for culturally and linguistically responsive instruction in higher education offer a brief outline of the theoretical foundation and practical self-reflective questions with recommended strategies to implement in curriculum, assessment, and instructional designs. With the hope of providing a welcoming classroom for culturally and linguistically diverse students where their knowledge and experiences are valued, the article ends with discussions to establish a more inclusive higher education learning ecology.

1 | INTRODUCTION

The drastic increase in transnational migration and international student mobility in higher education institutions, in addition to the cultural and linguistic diversity of the overall student

population at the postsecondary level, urges the need to rethink curricular and instructional options designed for culturally and linguistically diverse (CLD) students. In U.S. higher education institutions alone, the number of international students doubled within 20 years between 1998 and 2008. Although the number of international students has dropped since 2018 after a steady increase since 2008, over 20 million students were enrolled in U.S. institutions as of the 2021–2022 academic year, comprising approximately 4.7% of the total higher education student enrollment (Institute of International Education, 2022). Overall, an OECD report on international student mobility at the tertiary education level reflected a steady increase in student inflow from 2013 to 2020, comprising an average of 10.37% of international students enrolled worldwide (OECD, 2023). The increasing diversity in higher education calls for transformation in curriculum and instruction that could meet students' diverse cultural and linguistic needs.

In support of CLD students, remedial or transition programs are commonly offered at the postsecondary level to ensure students are better equipped academically to succeed once they exit these programs. However, critics state that these program models position CLD students as less capable of succeeding in higher education and view students' rich cultural and linguistic knowledge as deficits rather than assets (Delavan et al., 2021; Marshall, 2019). Enrollment in these remedial or transition programs is normally non-credit-bearing, resulting in CLD students facing additional challenges to graduating in a timely manner (King et al., 2016). Previous research has also stated that CLD students, the majority of whom are international students, encounter additional barriers related to adjustment, acculturation, language barriers, social engagement, and motivation (Cho et al., 2021; Wang & Brckalorenz, 2017). Support programs for CLD students also reaffirm the belief that educating CLD students to meet the standards set for mainstream students is the responsibility of certain specialists, not other subject area educators (Haan et al., 2017; Heringer, 2021; Hillman, 2021).

Research in higher education faculty professional development programs reports challenges to engaging faculty in programs that are concerned with advancing instruction for CLD students. Faculty's time constraints, existing implicit biases and stereotypes, abdicating responsibilities, and reluctance or resistance to participate in professional development programs are a few of the many challenges faced by higher education institutions (Johnson, 2019; Killpack & Melón, 2016; Singleton et al., 2019). To address the achievement gaps in CLD student achievement and overcome the challenges in advancing instruction to meet diversifying student needs in all higher education classrooms, this article outlines practical questions and guidelines for culturally and linguistically responsive instruction (CLRI) in higher education. Informed by previous research and theoretical frameworks for CLRI, this article offers reflective questions educators could utilize to establish culturally and linguistically responsive orientations, knowledge, and skills in different elements of expertise (see Table 1).

2 | CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

Culturally and linguistically responsive pedagogy stems from the work of prominent scholars and theorists (i.e., Gloria Ladson-Billings, Geneva Gay, Tamara Lucas, Ana María Villegas, Christine Sleeter, and many others) with varying focuses and emphases; all these theories highlight asset- and resource-based orientations inspired by multicultural education. In this article, the term *culturally and linguistically responsive pedagogy* is used to refer to a repertoire of educators' orientation, knowledge, and skills that are asset-, resource-, and equity-based,

TABLE 1 Organization of the guidelines for CLRI in higher education.

Areas of expertise	Elements of expertise
Orientations	<ul style="list-style-type: none"> • Critical consciousness • Value of diversity • Inclination to advocate for CLD students
Knowledge and skills	<ul style="list-style-type: none"> • Development of and ability to apply relevant knowledge base • A repertoire of strategies for learning about diverse student backgrounds • Ability to identify the language and cultural demands of particular disciplines • A repertoire of strategies for scaffolding instruction

mainly focusing on cultural and linguistic identities. While racial identities are not excluded in the discussions in this article, a stronger emphasis is placed on cultural and linguistic identities (as opposed to the racial identities strongly emphasized in Ladson-Billings's culturally relevant pedagogy). Informed by my lived experience as a transnational and bilingual learner, as well as my expertise and professional development experiences in teaching CLD students, the guidelines included in this article are intended to provide suggestions that educators could implement.

In response to a landmark U.S. case in 1974, *Lau v. Nichols*¹, which ruled against the school system's failure to provide an equitable education to CLD students, culturally responsive pedagogy was proposed (Reyes & Norman, 2022). The present article is informed by culturally responsive pedagogy, as further proposed by Cazden and Leggett (1976) and refined by Geneva Gay (2018). Culturally responsive pedagogy is defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective” to students from diverse backgrounds (Gay, 2018, p. 29). Three dimensions are suggested as part of culturally responsive pedagogy: institutional, personal, and instructional (Richards et al., 2007). The institutional dimension refers to the educational system, such as organization, policies, procedures, and communities involved with the school. The personal dimension emphasizes the teachers' self-reflection by confronting one's biases against diverse languages, cultures, and ethnic groups and refocusing teachers' values to embrace students and their families (Richards et al., 2007; Villegas & Lucas, 2002). The instructional dimension concerns an intentional focus on students' diverse cultural identities and communities by utilizing students' diverse cultures and languages in instruction (Richards et al., 2007). Although culturally responsive pedagogy was proposed to provide equitable learning resources and opportunities to CLD students, there are no mandates for any particular instructional approach, let alone a requirement to accommodate CLD students in higher education where student enrollment is more diverse than ever (Kim, Kong, Hernandez et al., 2023a; Kim, Kong, & Tirotta-Esposito, 2023b). Thus, this article intends to provide guidelines to raise awareness and practical understanding of CLRI in higher education.

¹*Lau v. Nichols* (1974) was a U.S. Supreme Court case that established the right of students to differential treatment based on their language minority status. It began as a suit by Chinese parents against the San Francisco Unified School District providing the same education to English learners as all other students. The court ruled that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964, leading to the Lau Remedies, requiring districts to implement bilingual education programs for students with limited English proficiency.

Lucas and Villegas (2011) proposed a framework rooted in asset-based pedagogy for preparing linguistically responsive teachers, which later developed into linguistically responsive pedagogy. The framework was suggested to specifically emphasize linguistic knowledge and competence necessary for mainstream teachers who are not language education specialists in higher education settings where prospective teachers are prepared (Lucas et al., 2008). Thus, the framework is an apt tool to synthesize practical guidelines for higher education educators, the majority of whom are not language or education specialists. Linguistically responsive pedagogy highlights two key components: (a) the orientations of linguistically responsive teachers and (b) the pedagogical knowledge and skills of linguistically responsive teachers (Lucas & Villegas, 2013). These components are further divided into elements of expertise and corresponding tasks to becoming linguistically responsive teachers, which establish strong foundations for creating guidelines for educators in higher education. Incorporating both culturally responsive and linguistically responsive pedagogies that were proposed to advance mainly K-12 education and educators, this article incorporates such theoretical and pedagogical frameworks in an outline of guidelines for CLRI in higher education classrooms.

3 | GUIDELINES FOR CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION IN HIGHER EDUCATION

The following guidelines are adapted from Lucas and Villegas's (2013) detailed guidelines outlining tasks for learning to teach English language learners and Richards et al.'s (2007) synthesis detailing pedagogical strategies for culturally responsive pedagogy. In addition, other relevant research applying culturally and linguistically responsive pedagogy in higher education settings and the author's professional experiences informed the guidelines for CLRI presented here. Adopting Lucas and Villegas's (2011) framework and the two components they outlined, two areas of expertise are illustrated in this article's CLRI guidelines: (a) orientations and (b) knowledge and skills. The guidelines provide a series of questions for educators to ask themselves, with a few practical strategies outlined for each element of expertise. A worksheet for educators to easily reflect on and map out CLRI in their respective settings was designed using the guidelines (see the [appendix](#)).

3.1 | Orientations of culturally and linguistically responsive educators

Orientations are defined as one's attitudes and beliefs that form and influence inclinations and tendencies toward specific ideas and behaviors (Richardson, 1996). These orientations are foundational to enacting CLRI in higher education classrooms. Three elements of expertise are highlighted in the orientations of CLRI: (a) critical consciousness, (b) value for diversity, and (c) inclination to advocate for CLD students ([Table 2](#)).

3.1.1 | Critical consciousness

Critical consciousness pays attention to the educators' efforts and self-reflexivity to critically examine one's attitudes and beliefs about unintended biases and preconceived notions toward cultural and linguistic diversities. The following tasks are essential to developing critical consciousness:

TABLE 2 Orientations of culturally and linguistically responsive instruction in higher education.

Elements of expertise	Questions for culturally and linguistically responsive educators
Critical consciousness	<ul style="list-style-type: none"> • How am I, or am I taking the seamlessness of connections between language, culture, and identity for granted? • What biases do I have towards any cultural, language, or ethnic groups? • How are my biases influencing my value system and my relationships with students? • In what way am I influenced by standard language ideologies and using these ideologies as mechanisms to evaluate student performance? • What are the sociopolitical dimensions of language and culture and how do they influence students' learning? • How am I or am I positioning certain cultural, language, and ethnic groups as "others," and to what extent am I addressing these equity gaps?
Value for diversity	<ul style="list-style-type: none"> • What are CLD students' cultural and linguistic resources? How can I recognize those resources? • How am I setting up expectations and challenging CLD students in my instructional practices through a bi-/multilingual lens? • How can I show my value and respect for students' home culture and language? • How can I create opportunities for CLD students to utilize their home culture and language and encourage them to continue developing knowledge and skills in their home culture and language?
Inclination to advocate for CLD students	<ul style="list-style-type: none"> • What are the needs and possibilities of advocating for CLD students? • How much do I know about the history and experiences of diverse groups? • How much do I know about successful educators in diverse settings? • How can I, or am I participating in reforming my institution?

- Reflecting on and interrogating one's preconceptions about CLD students, cultural diversity, language diversity, and the role of languages other than English in higher education.
- Engaging in reflective thinking and writing to discern personal motivations that govern your behaviors.

Previous research (e.g., Gallagher & Haan, 2017; Mahalingappa et al., 2021) revealed educators' preconceived beliefs influenced by standard language ideology, "a bias toward an abstracted, idealized, homogenous spoken language which is imposed and maintained by dominant bloc institutions and which names as its model the written language, but which is drawn primarily from the spoken language of the upper middle class" (Lippi-Green, 2011, p. 67). Bilingual or emergent bilingual students in higher education are consistently positioned as deficient or lacking in abilities to succeed academically because of such standard language ideologies. Furthermore, avoidance of topics related to multicultural education, antiracist education, critical pedagogy, or education for social justice is recognized as a common prejudiced act in higher education

(Larke, 2013). Thus, critically reflecting on and interrogating one's attitudes and beliefs is an important first step to CLRI. Regular self-reflection through the use of a teaching journal or a professional development group allows educators to confront biases that influence their value systems and allows the space to increase awareness for transformation. However, self-reflection poses challenges and limitations to be implemented in practice. Thus, professional development groups and communities of practice could provide structured reflection opportunities, and the questions outlined in Table 2 can help guide critical self-reflection opportunities.

3.1.2 | Value for diversity

Confronting biases and preconceptions opens up an opportunity to transform negative beliefs and attitudes into positive beliefs and attitudes, such as valuing and appreciating diversity (Gay, 2018; Kim, 2023; Lucas & Villegas, 2011). By fostering positive attitudes toward cultural and linguistic diversities, educators promote positive student–teacher relationships and enhance students' overall learning experiences (Kim, 2023; Kim, Kong, Hernandez et al., 2023a; Sybing, 2019). The following tasks are the first steps in developing orientations to value diversity:

- Cultivating favorable views of cultural and linguistic diversity and developing an appreciation of students' home culture and languages.
- Exploring your personal and family histories and acknowledging your membership in different groups.

An educator's effort to explore one's cultural and language histories can enhance awareness toward memberships in various groups beyond the socially constructed categories (Richards et al., 2007). For instance, putting together a cultural or language map can enlighten educators to understand how their values and views are shaped by histories of language and culture. Even for educators who identify themselves as monolingual English speakers, an interrogation of one's diversity, such as language use or cultural norms in various settings and groups, will allow them to see the interconnectedness between language, culture, and identity (see Figure 1). The following questions could help guide educators to explore personal and family histories:

- What (varieties of) culture(s) and language(s) were present in my family, neighborhood, or schools?
- What language learning experiences can I recall, and in what context?
- What exposure or close relationships were established with people from diverse cultural or linguistic backgrounds? When and where did these happen?
- What (varieties of) culture(s) and language(s) exist in my life right now? In what kind of context(s)?

Such an exploration of one's own cultural, language, or religious backgrounds helps develop an appreciation toward diversity as well as gaining a better understanding of one's historical shaping of their value systems. An exploration of educators' diverse backgrounds can be utilized as a tool for self-reflection or an activity in a professional development group. Furthermore, designing such a reflective activity as a part of the introduction in higher education classrooms not

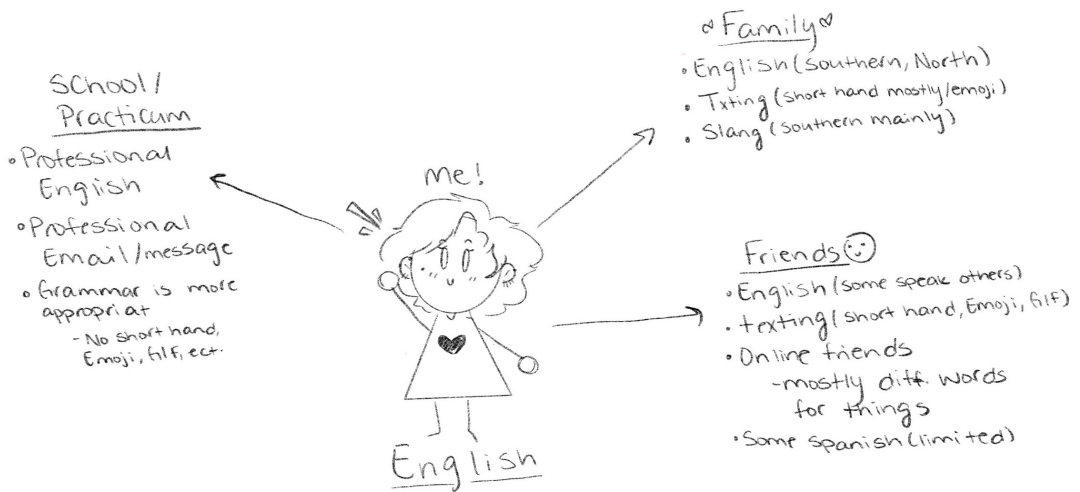


FIGURE 1 A sample of a monolingual teacher's language map (Kim, 2021).

only informs educators to understand students' diverse backgrounds but also demonstrates the educators' value for diversity.

3.1.3 | Inclination to advocate for CLD students

Advocacy can be defined as actively working to improve one or more aspects of CLD students' educational experiences (Lucas & Villegas, 2011). The inclination to advocate for CLD students involves tangible actions and advocacy efforts. There are several ways to take action for equity and advocacy in higher education settings. One simple start is including a diversity, equity, and inclusion statement in your course syllabus that articulates how you value and consider diversity in your discipline and classroom. Another way is exploring your CLD students' needs or developing mechanisms to assess CLD students' needs. Research on educator beliefs about student language needs revealed that a majority of STEM educators pay little to no attention to language needs in their classes and responded that there were no opportunities or necessities to assess language needs (Hillman, 2021). Simple mechanisms, such as formative assessments during or at the end of each lesson, language needs assessment at the beginning of the semester, and encouraging students to stop or ask questions at any time are ways to explore CLD students' needs (Mahalingappa et al., 2021). The above-mentioned cultural/language map in class can be one avenue to explore CLD students' diverse cultural and language needs. In addition, providing additional platforms online or through exit tickets for students to provide feedback in alternative modalities allows CLD students to formulate and ask questions at their own pace and time. It is critical to explore and learn about diverse cultures, languages, and histories both personally and pedagogically. Searching for open-access resources and examples of successful educators in diverse higher education settings is an important first step.

3.2 | Knowledge and skills of culturally and linguistically responsive educators

Knowledge and skills of CLRI entail an in-depth understanding of relevant subject knowledge, learning theories, and a repertoire of strategies for CLD students, individually and collectively. As outlined in [Table 1](#), four elements of expertise are highlighted in educators' pedagogical knowledge and skills of CLRI: (a) development of and ability to apply relevant knowledge base, (b) a repertoire of strategies for learning about diverse student backgrounds, (c) ability to identify the language and cultural demands of particular disciplines, and (d) a repertoire of strategies for scaffolding instruction.

3.2.1 | Development of and ability to apply relevant knowledge base

Acknowledging the critical role of language in the process of learning stems from the perspective of multicultural education. Creating equitable educational opportunities for CLD students in multicultural education encompasses components such as antiracist education, basic education, education for social justice, critical pedagogy, and more (Larke, 2013; Nieto & Bode, 2018). Learning is viewed as a situated process within specific contexts, which promotes student-centered programs and instructional decisions, including task-based instruction, project-based learning, and experiential learning (Zappa-Hollman & Fox, 2021). At the heart of these learning theories and perspectives lies asset-based pedagogy that values students' assets and resources. Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 2008). While CLD students develop and acquire academic language proficiency through courses in higher education, opportunities to develop conversational language proficiency are commonly overlooked. Social interaction for authentic communicative purposes fosters CLD students' overall learning skills development and encourages CLD students to transfer skills and concepts they learned in their linguistic and cultural communities. While specific tasks and strategies vary across discipline, topic, and classroom structure, the questions outlined in [Table 3](#) can provide general guidelines to consider the role of language in any subject and the process of learning. Student-centered cooperative learning, task- or project-based, and inquiry-based learning opportunities create an environment that allows CLD students to utilize their assets and resources while making meaningful connections between what they already know and the new experiences they are having. These are also learning opportunities for CLD students to maintain a balance between linguistic and cognitive demands that could empower them as agents of their own learning (Kim, 2023). A culturally and linguistically responsive educator demonstrates in-depth knowledge and understanding of such learning theories and perspectives and seeks ways to apply these in their subject areas.

3.2.2 | A repertoire of strategies for learning about diverse student backgrounds

Students from diverse backgrounds are often essentialized and discussed as homogenous groups even though their cultural and linguistic backgrounds determine various aspects of programming (Lucas & Villegas, 2011; Sleeter, 2012). It is important to establish a repertoire of strategies to learn about each student's linguistic, cultural, and academic backgrounds, considering the

TABLE 3 Knowledge and skills of culturally and linguistically responsive instruction in higher education.

Elements of expertise	Questions for culturally and linguistically responsive educators
Development of and ability to apply relevant knowledge base	<ul style="list-style-type: none"> • How can I apply multicultural education or other asset-based pedagogical perspectives to my instructional context? • How much do I understand the social, cultural, cognitive, and psycholinguistic processes of learning another language while also learning the content of my academic disciplines? • How can I help CLD students build bridges between what they already know and believe about the content? • How can I engage CLD students to question, interpret, and analyze information in the context of problems or issues that are interesting and meaningful to them?
A repertoire of strategies for learning about diverse student backgrounds	<ul style="list-style-type: none"> • How can I learn more about my CLD students' linguistic, cultural, and educational backgrounds? • Do I have strategies for how I will give feedback or formatively assess CLD students during each lesson? • Do I have strategies to learn more about and sensitively respond to my CLD students' learning needs? (individual conferences, office hours, exit tickets, need assessments, etc.) • How can I relate the content with what the CLD students already know or what they have worked on previously?
Ability to identify the language and cultural demands of particular disciplines	<ul style="list-style-type: none"> • How can I cultivate awareness of culture and language as a focus of analysis? • Have I identified the language and customs in my discipline and course? • Do the pictures, examples, texts, and videos of my class represent people of various colors, nationalities, body types, abilities, and sexualities? • Do I provide explicit instructions and expectations on how to carry out and successfully complete the task from beginning to end?
A repertoire of strategies for scaffolding instruction	<ul style="list-style-type: none"> • Do I have extra language support available for students when they solve tasks? • Do I differentiate instructional approaches and use multiple modalities for students to demonstrate their learning? • Have I planned at least one task that engages the CLD students and relates to their own thoughts, opinions, or experiences? • Do I include models or examples of how the task or assignment can look? • Do I provide multiple opportunities for students to practice each lesson's goal(s) by reading, listening, writing, and speaking? • Do I create tasks or opportunities for CLD students to use a language of their choice?

challenges CLD students are likely to encounter in your discipline (Lucas & Villegas, 2011). The following tasks are important to remember as educators build a repertoire of strategies to learn about CLD students:

- Developing an understanding of variability among CLD students.
- Building an initial repertoire of strategies for learning about CLD students.
- Creating opportunities to learn about CLD students' cultural, language, and academic backgrounds.

- Connecting CLD students' funds of knowledge, interests, concerns, and strengths to teaching and students' motivation to learn.
- Familiarizing with students' past learning and outside-the-classroom experiences.
- Embedding learning activities in contexts that are familiar to CLD students.

A few ways to build a repertoire of strategies for learning students' diverse backgrounds are the following. Interdisciplinary or departmental collaboration, language surveys, need assessments, individual conferences, or observations of interactions are ways to gain information about CLD students' language, cultural, and educational backgrounds (Kim, 2023; Lucas & Villegas, 2011; Verplaetse, 2008; Yedlin, 2007; Zappa-Hollman & Fox, 2021). While interdisciplinary and cross-departmental collaboration can be more challenging in higher education settings, more institutions are recognizing the importance of institutional support in multicultural education (Mahalingappa et al., 2021). This has led to internal efforts to form committees, councils, and professional development service departments, as well as external interdisciplinary professional organizations promoting knowledge exchange and workshop opportunities.

3.2.3 | Ability to identify the language and cultural demands

As mentioned earlier, interdisciplinary collaboration supports educators' understanding of the language and literacy demands in their respective courses and disciplines (Zappa-Hollman & Fox, 2021). This includes a comprehensive understanding of the prerequisite courses and learning about the language backgrounds and proficiency levels of CLD students from other specialists (i.e., language, culture, TESOL, ESL, or education specialists). Furthermore, an expert or third-party review of their courses or discipline-specific demands brings naturalized language and culture to the surface. The integral role of language in our lives leads us to look through language rather than at language (de Jong & Harper, 2005). The following tasks help educators provide explicit instructions and expectations for CLD students and help students develop skills to use language for different academic purposes (Lucas et al., 2008):

- Analyzing academic language and customs within the discipline.
- Analyzing the language and culture of the classroom.
- Developing tools for analyzing academic language demands (e.g., key vocabulary, semantic and syntactic complexity of language, and ways students are expected to use language to complete learning tasks).

As educators analyze the cultural and linguistic norms and demands in their courses and disciplines, establishing classroom norms through discussions can provide equitable access to the course content for CLD students. In addition, educators can identify and present core vocabulary or discipline-specific terms or concepts for each lesson and unit for CLD students to easily access and draw on their preexisting knowledge.

3.2.4 | A repertoire of strategies for scaffolding instruction

Instructional scaffolding reflects Vygotsky's (1978) theory of the zone of proximal development (ZPD), known as the zone or space in which a learner can accomplish with temporary

assistance or support. Ways to scaffold learning in CLRI can encompass extra-linguistic support, supplements or modifications of written text and oral language, and clear and explicit instructions (Lucas & Villegas, 2011). In essence, scaffolding instruction for CLD students is possible once educators have a clear sense of their CLD students' backgrounds and abilities. The following tasks help educators to develop a repertoire of scaffolding strategies for CLD students:

- Becoming familiar with a basic set of practices and tools to support CLD students' learning.
- Providing alternative mediums to understand the content in addition to language.
- Considering ways to reduce the linguistic demands on students.
- Supplementing fast-paced content delivery in oral language.
- Providing clear and explicit instructions for classroom procedures, activities, tasks, and assignments.
- Facilitating and encouraging the use of other languages.

Providing graphic organizers, sentence starters, vocabulary suggestions, visual aids, and using multimodalities allow more opportunities for educators to differentiate activities through extra-linguistic support and create more opportunities for CLD students to demonstrate their learning. Educators can provide examples or models to guide CLD students' completion of assignments or tasks while establishing explicit expectations. These assignments and tasks should have iterative cycles of feedback that focus on process rather than product. Applying these practices and tools, with support and mentoring from fellow educators, can enhance CLD students' sense of belonging and opportunities to succeed in higher education classrooms.

4 | CONCLUSION

This article has illustrated practical guidelines with self-reflective questions and applicable strategies for culturally and linguistically responsive educators in higher education institutions to promote an inclusive higher education learning ecology where all students' knowledge and voices are valued. A few implications are discussed for culturally and linguistically responsive educators in higher education. First, while culturally responsive pedagogy outlines the institutional dimension, there are numerous possibilities for educators to enrich CLD students' learning experiences in higher education. The first step is to search inward and value the diversity within you. Multicultural education emphasizes critical self-awareness and cultural consciousness as the means to become more cognizant of cultural pluralism and to establish educators' commitment to social justice (Nieto & Bode, 2018). Personal self-reflection and shifts in perspectives to recognize educators' own cultural and linguistic plurality can bring forth their stances to appreciate and advocate for CLD students' diverse learning needs.

Thus, critical reflection and awareness are key to advocating for CLD students against the political, institutional, and aggressive neoliberal systems that do not have CLD students' best interests at heart (Davies & Bansel, 2007; Desierto & De Maio, 2020). Research on inclusive pedagogy in higher education settings has highlighted the challenges of transforming faculty stereotypes or biases and creating spaces for more critical reflection that could lead to change- and action-oriented critical consciousness (Gallagher & Haan, 2017; Kim, Kong, & Tirota-Esposito, 2023b). CLRI is more than an amalgam of tools and strategies educators can pick up and use. It lies in the foundation of asset- and resource-based orientations that acknowledge and embrace students'

lived experiences and cultural, linguistic, and literacy practice in all forms. Moreover, CLRI is not a destination that educators strive to reach by taking each step of forming orientations, acquiring knowledge, and implementing appropriate tools or skills. Rather, as the principles of multicultural education stress, CLRI is a continuous dynamic process (Nieto & Bode, 2018) and an interwoven system where one step feeds into another to enrich the ecology of higher education teaching and learning. The guidelines presented in this article are merely a starting point—a blueprint for empowered educators to begin making changes and building on an inclusive and equitable learning ecology for CLD students.

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How to cite this article: Kim, H. J. (2024). Guidelines for culturally and linguistically responsive instruction in higher education. *TESOL Journal*, 00, e807. <https://doi.org/10.1002/tesj.807>

APPENDIX A

Worksheet for culturally and linguistically responsive instruction in higher education.

Element of expertise	Questions for culturally and linguistically responsive educators	Strategies for culturally and linguistically responsive instruction	Plans/ideas to revise my course/instruction
Critical consciousness	<p>How am I, or am I taking the seamlessness of connections between language, culture, and identity for granted?</p> <p>What biases do I have towards any cultural, language, or ethnic groups?</p> <p>How are my biases influencing my value system and my relationships with students?</p> <p>In what way am I influenced by standard language ideologies and using these ideologies as mechanisms to evaluate student performance?</p> <p>What are the sociopolitical dimensions of language and culture and how do they influence students' learning?</p> <p>How am I or am I positioning certain cultural, language, and ethnic groups as "others," and to what extent am I addressing these equity gaps?</p>	<p>Regular self-reflection through a teaching journal or a professional development group.</p> <p>Reflect on whether learning goals and objectives on the course syllabus are relevant to CLD students' backgrounds.</p> <p>Acknowledge educator's own identity/positionality and model reflexivity by addressing how they may be perceived.</p>	
Value for diversity	<p>What are CLD students' cultural and linguistic resources? How can I recognize those resources?</p> <p>How am I setting up expectations and challenging CLD students in my instructional practices through a bi-/multilingual lens?</p> <p>How can I show my value and respect for students' home culture and language?</p> <p>How can I create opportunities for CLD students to utilize their home culture and language and encourage them to continue developing knowledge and skills in their home culture and language?</p>	<p>Explore educator's unique cultural, language, or religious background.</p> <p>Intentionally create culturally and linguistically diverse groups or learning teams.</p> <p>Use autobiographical prompts and assignments to draw on CLD students' knowledge and literacy skills.</p>	

Appendix A (Continued)

Element of expertise	Questions for culturally and linguistically responsive educators	Strategies for culturally and linguistically responsive instruction	Plans/ideas to revise my course/instruction
Inclination to advocate for CLD students	<p>What are the needs and possibilities of advocating for CLD students?</p> <p>How much do I know about the history and experiences of diverse groups?</p> <p>How much do I know about successful educators in diverse settings?</p> <p>How can I, or am I participating in reforming my institution?</p>	<p>Create and include syllabus statements in diversity, equity, inclusivity, and class climate.</p> <p>Collect formative assessment evidence from every student, every class.</p> <p>Give CLD students opportunities to ask questions and provide feedback in diverse modalities.</p>	
Element of expertise	Questions for culturally and linguistically responsive educators	Strategies for culturally and linguistically responsive instruction	Plans/ideas to revise my course/instruction
Development of and ability to apply relevant knowledge base	<p>How can I apply multicultural education or other asset-based pedagogical perspectives to my instructional context?</p> <p>How much do I understand the social, cultural, cognitive, and psycholinguistic processes of learning another language while also learning the content of my academic disciplines?</p> <p>How can I help CLD students build bridges between what they already know and believe about the content?</p> <p>How can I engage CLD students to question, interpret, and analyze information in the context of problems or issues that are interesting and meaningful to them?</p>	<p>Acknowledge the role of language in the process of learning.</p> <p>Apply student-centered active learning strategies.</p> <p>Understand and learn the differences between conversational and academic language acquisition processes.</p> <p>Design cooperative, task-, project-, and inquiry-based learning tasks.</p>	

Appendix A (Continued)

Element of expertise	Questions for culturally and linguistically responsive educators	Strategies for culturally and linguistically responsive instruction	Plans/ideas to revise my course/instruction
A repertoire of strategies for learning about diverse student backgrounds	<p>How can I learn more about my CLD students' linguistic, cultural, and educational backgrounds?</p> <p>Do I have strategies for how I will give feedback or formatively assess CLD students during each lesson?</p> <p>Do I have strategies to learn more about and sensitively respond to my CLD students' learning needs?</p> <p>How can I relate the content with what the CLD students already know or what they have worked on previously?</p>	<p>Interdisciplinary or departmental collaboration.</p> <p>Conduct student language surveys, need assessments, exit tickets, or other formative assessments.</p> <p>Conduct one-on-one individual conference/office hours.</p> <p>Observe student interactions and language use in class.</p> <p>Check on group functioning through peer feedback.</p>	
Ability to identify the language and cultural demands of particular disciplines	<p>How can I cultivate awareness of culture and language as a focus of analysis?</p> <p>Have I identified the language and customs in my discipline and course?</p> <p>Do the pictures, examples, texts, and videos of my class represent people of various colors, nationalities, body types, abilities, and sexualities?</p> <p>Do I provide explicit instructions and expectations on how to carry out and successfully complete the task from beginning to end?</p>	<p>Expert or third-party review of the course.</p> <p>Establish/discuss classroom norms.</p> <p>Identify and provide core vocabulary for each lesson/unit/module.</p> <p>Integrate culturally diverse and relevant examples.</p> <p>Clearly articulate learning goals, objectives, assignments and technology expectations, and provide rubrics.</p>	

Appendix A (Continued)

Element of expertise	Questions for culturally and linguistically responsive educators	Strategies for culturally and linguistically responsive instruction	Plans/ideas to revise my course/instruction
A repertoire of strategies for scaffolding instruction	<p>Do I have extra language support available for students when they solve tasks?</p> <p>Do I differentiate instructional approaches and use multiple modalities for students to demonstrate their learning?</p> <p>Have I planned at least one task that engages the CLD students and relates to their own thoughts, opinions, or experiences?</p> <p>Do I include models or examples of how the task or assignment can look?</p> <p>Do I provide multiple opportunities for students to practice each lesson's goal(s) by reading, listening, writing, and speaking?</p> <p>Do I create tasks or opportunities for CLD students to use a language of their choice?</p>	<p>Provide extra language support (e.g., graphic organizers, sentence starters, vocabulary suggestions, etc.) and visual aids/pictures.</p> <p>Differentiate activities and modalities.</p> <p>Assign roles to students in group activities (e.g., recorder, presenter, etc.).</p> <p>Examples or models of completed assignments/tasks (e.g., model text, model song, a walkthrough of the task, etc.)</p> <p>Provide synonyms for difficult words and simplified explanations in English for complex concepts.</p> <p>Design assignments/tasks with iterative cycles of feedback.</p>	

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