



# Contextualized Sociolinguistic Practices (CSP) Workshop

Exploring how context, community, and social interactions influence learning

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# Learning Outcomes

- **Explore how contextualized sociolinguistic practices (CSP) affect students' learning experiences**, exploring how their individual contexts, communities, and social interactions influence their academic journeys.
- **Compile strategies to integrate sociolinguistic awareness into teaching** to create responsive learning environments that honor and reflect students' lived experiences, fostering a deeper connection between context, community, and education.





# B3 Scholar Seal

Available for all undergraduate students



# B3 Scholar Seal



Successfully complete **5 courses** including:

- **At least 3** courses taught bilingually or in Spanish. These may include:
  - Courses designated as bilingual (X)
  - Courses designated as Spanish (E)
  - Courses from the Spanish department with prefix SPAN
- **At least 1** course including Contextualized Sociolinguistic Practices
  - These courses are designated with the 'CSP' attribute.
- **Optional:** May include up to 2 of the following:
  - Dual enrollment Spanish courses
  - Transferred Spanish courses
  - AP Spanish credit
  - High School Seal of Biliteracy
  - Texas Performance Acknowledgement in Bilingualism

# B3 Course Designations

## Spanish (E)

- All of the lectures and course material will be in Spanish
- All of the written assignments will be submitted in Spanish
- All of the spoken assignments/activities will be in Spanish

## Bilingual (X)

- Some of the lectures/course material will be in Spanish (varies by course)
- Students will turn in at least one written assignment in Spanish
- Students will speak in Spanish for at least one assignment/activity

# B3 Course Designations

## Contextualized Sociolinguistic Practices (CSP)

- Acknowledges and values students' lived experiences, language(s) use, and knowledge as learning assets
- Encourages students to value and embrace their unique social and linguistic backgrounds
- Student-and community-centered
- Develop/invoke critical inquiry
- Instruction may be all in English

## Bilingual Flexible Pedagogy\*

- Lectures and instruction bilingually or in Spanish and/or English
- Course content and materials in Spanish, English, or bilingually
- Encourage students in the course to produce oral and written Spanish by allowing them the option to participate in activities and submit assignments in Spanish or English

\*Does not count towards the B3 Scholar Seal

# CSP Course Designation Requirements\*

Course Attribute: Contextualized Sociolinguistic Practices

\*Counts towards the B3 Scholar Seal

**UTRGV** TM :: Bilingual  
Integration

## Application

1. CV
2. Brief questions on CSP representation in the course and why it should be taught this way
3. Course Syllabus with a section explaining the course designation.



# Application Access



We encourage all professors to use Spanish as a resources and practice bilingual/ translanguaging and culturally relevant pedagogies when a bilingual course designation may not be possible. These pedagogies are very meaningful and impactful to our students. We will be developing a separate certificate for instructors integrating Bilingual & Culturally Relevant Pedagogies in their courses.

+ Planning Your Bilingual Course

+ Application Process

## CSP Designation

At the University of Texas Rio Grande Valley, we view our students' linguistic backgrounds as valuable resources. Spanish language and bilingual courses capitalize on the rich linguistic heritage that many students bring into our classroom and prepare our students to serve their surrounding community. When UTRGV was founded in 2013, the UT System Board of Regents called on UTRGV to explore **bilingualism** as part of its fabric, and teaching Spanish language and bilingual courses as well as courses incorporating CSP Designation respond to that call.

We define CSP as courses in which students 1) integrate experiences and 2) develop/invoke an advocacy perspective. As a part of the B3 Scholar Seal, we define these courses as relating to the borderland experiences. These courses should view these experiences as a resource and asset and incorporate assignments and activities which draw upon these resources to promote student success.

+ Planning CSP in Your Course

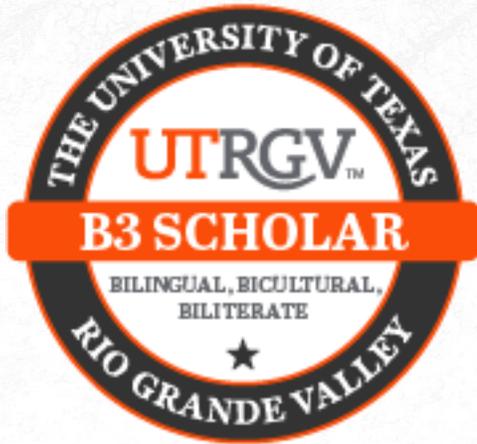
+ Application Process

+ Resources Related to CSP

## [B3 Course Designations Application](#)

# Recognition & Honor

The B3 Scholar Seal will be listed among students' honors at graduation, and students will receive a separate B3 Scholar certificate.



Student No:	Date of Birth:	Date Issued: 06-JUN-2024
Record of:	UNOFFICIAL	Page: 1
Current Name:	*** WARNING *** --No Address--	
Issued To: <<OUR REVIEW>>	L.COM	
Course Level: Undergraduate	SUBJ NO.	COURSE TITLE
		CRED GRD
		PTS R
Degree Awarded Bachelor of Interdisciplinary 09-MAY-2024		
Primary Degree		
Program : Interdisciplinary Studies		
College : Education and P-16 Integration		
Major : Interdisciplinary Studies		
Maj/Concentration : Elem Ed Bilingual Interdisc		
Inst. Honors: B3 Scholar		
Magna Cum Laude		
Transfer Information continued:		
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 39.00 GPA: 3.25		
Spring 2019		
South Texas College		
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00		
Sum I 2019		
South Texas College		
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00		
Fall 2019		
South Texas College		
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 48.00 GPA: 3.69		
TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:		
Institution Credit:		

# Asset-based vs Deficit-based Approach



## Asset-based Approach

Provide access to standard practices while sustaining home and community practices

Home and community ways of knowing are **“resources to honor, explore, and extend”**.

## Deficit-based Approach

Eradicate home and community practices and replace them with standard practices

Home and community experiences are **reduvalue**

# Affirming-Accessible-Welcoming Learning Environment

- Responsive teaching fosters belonging, support, and connection, making students feel valued, respected, and integral to the campus community (Addy et al., 2021).
- Transform courses into spaces of fairness and accessibility, and adapt practical strategies to address responsive teaching efforts.
- Contextualized Sociolinguistic Practices (CSP) embrace pedagogical strategies that allow students to engage meaningfully with course content.

# CSP provides access and a leveled playing field

- **Use of Real-World Examples:** CSP integrates scenarios and content relevant to students' lived experiences, enhancing relatability and engagement.
- **Interactive Learning:** CSP fosters collaborative activities where students apply sociolinguistic knowledge in practical, meaningful contexts.

# Contextualized Sociolinguistic Practices

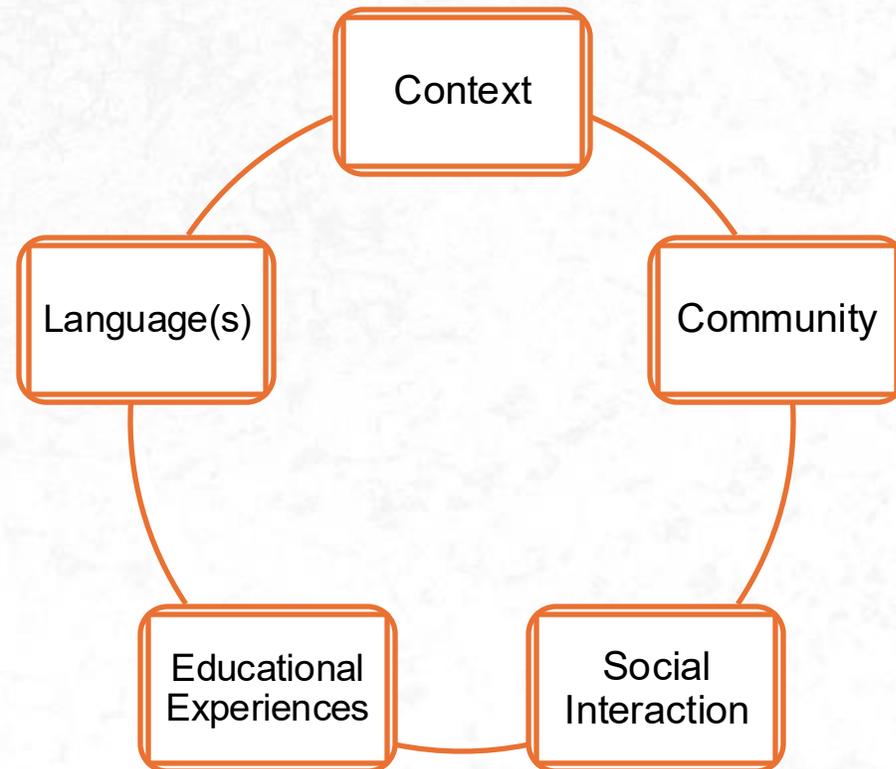


# Contextualized Sociolinguistic Practices

(CSP)

## CSP

- Emphasizes the importance of social construction of knowledge in and beyond formal educational practices by understanding the relationship between social learning, language(s), and their contextual environment.

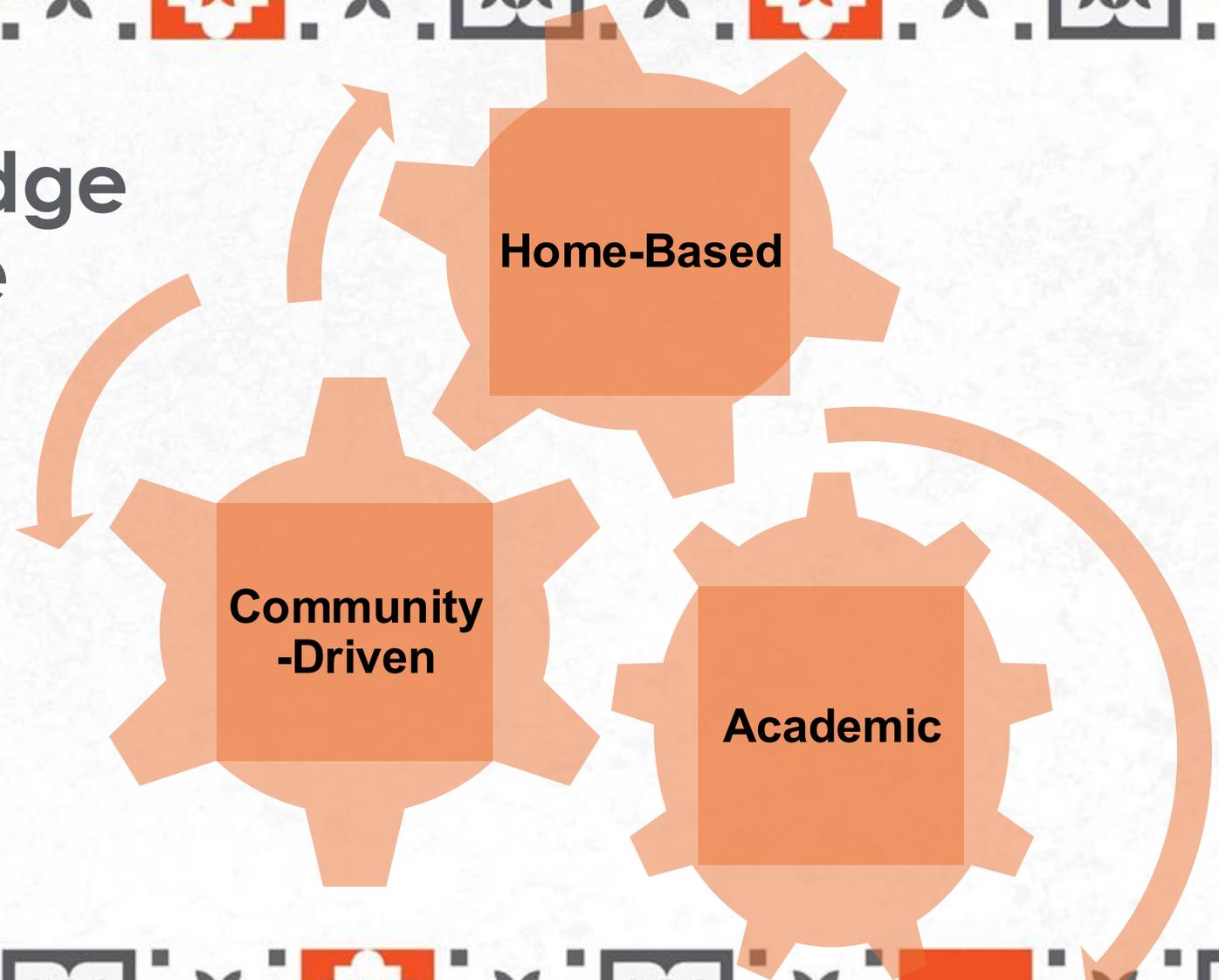


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- Encompasses student-centered, culturally responsive strategies
  - Focuses on an assets-based approach
  - Emphasizes the social nature of learning
  - Cultivate critical inquiry and deeper engagement



# All forms of knowledge hold equal value

It's crucial to validate different and multiple perspectives and meanings in educational spaces—heteroglossia!



# Heteroglossia

Refers to the coexistence of multiple voices, languages, and perspectives within communication.

It emphasizes that meaning is not fixed but socially constructed through diverse linguistic and cultural expressions (Bakhtin, 1982).

Examples:

- Literary Texts (multiple dialects & voices)
- Student Discussions (varied experiences bring unique insights & perspectives).
- Translanguaging
- Code-switching
- Dynamic interaction
- Valuing different ways of knowing enriches collective understanding!



## Place-based Learning

- Emphasizes inquiry into topics of importance to the community.

## Community-Based Projects

- Engage students in projects that address real-world problems in their communities.

## Collaborative Learning

- Encourage group work and peer teaching, which are common in many cultures.

## Critical Pedagogy

- Encouraging students to examine societal issues and their own cultural identities critically.

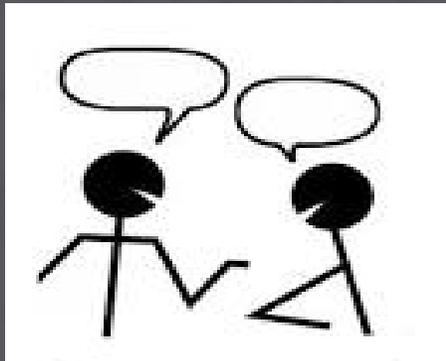


# Responsive Pedagogies

Type	Focus	Goals	Implementation
Culturally Sustaining	Centers and sustains cultural and linguistic identities.	Fosters critical awareness and supports students in challenging oppressive systems.	Incorporates students' expertise and community input into classroom practices.
Culturally Affirming	Acknowledges and affirms cultural identities and assets.	Promotes positive self-concept and reduces harmful cultural experiences.	Seeks to affirm cultural identities and reduce microaggressions.
Culturally Relevant	Uses students' cultural references in learning	Supports cultural experiences and ethnic identities.	Draws from students' knowledge, skills, and lived experiences.
Culturally Responsive	Centers diverse cultural traditions and perspectives.	Facilitates transformative learning and prepares teachers for diverse	Engages in practices that center diverse cultural traditions and perspective

Let's Summarize:

Why is CSP related to sustainability and pedagogical practices?



### Contextualized knowledge

Learning is situated in the communities and the environment in which it takes place.

### Social Interactions

Learning occurs as a social phenomena, cannot be detached.

### Validation of different meanings (heteroglossia)

No knowledge (i.e., academic) has prevalence over others (i.e., home); multiple voices & registers of language

# CSP Example: HIST 1301

How can CSP be added to the Podcast Essay?

- Listen to one of the podcast episode options.
- Answer all parts of the prompt for that episode.
- Interview someone from the community/family related to one of the prompts.

The interview information will become additional material for their essay.

## ASSIGNMENT DESCRIPTIONS:

**Hand in contract (last page of syllabus) on September 9, 2025.**

**Lectures & Readings:** You should be prepared to watch up to 1.5 hours' worth of recorded material on Brightspace and read several pages in your primary source packet every week. In-class activities and exams require knowledge from recorded lectures, in-class activities, and primary source readings to do well.

**In-class Activities: Required class meetings are on Tuesdays.** Several times over the semester, students will need to participate in class activities. During these activities, students are required to engage with the materials assigned during the previous one or two weeks (since the last meeting). At least seven impromptu (unannounced) times over the semester, I will collect and grade these in-class activities, your final grade in this category will be determined by averaging your top six grades. The remaining scores will be dropped. Grades for these assessments will be based on the accuracy of information displayed in the submission, and following in-class directions. Students that are absent for pieces of the class period, are disruptive, or violate stated policies, may have points deducted from their grades.

**Podcast Essay:** I will provide you with two due dates for the Podcast Essay, you will choose one. Each option will provide you with a choice of podcasts, you will listen to one of the podcast episode options provided in the assignment and answer all parts of the prompt for that episode. Your grade will be determined by how well you defend your answers

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by providing specific pieces of evidence from the breadth the assigned course materials, and by how well you communicate those answers (grammar and structure). **Only use course materials and your own brain power to write this paper (a.k.a. no Googling to find internet sources or use of Generative AI, including Grammarly).** I use SafeAssign and other methods to detect plagiarism and cheating. **Any assignments that do not reflect the assigned materials cannot earn points and will receive a zero. Submissions that fail to follow the citation guidelines on the assignment, are not eligible for grading and therefore cannot earn points.**

# CSP Example: MATH 1314

How can CSP be added to the Peer Led Team Learning?

- During the group meeting as you complete the problems, you are encouraged to use all your linguistic assets (different language(s) registers).

By encouraging students to use translanguaging during the Peer Led Team discussion emphasizes the importance of socio-construction of knowledge in and beyond the classroom.

## Assessment Of Learning

**Class Participation:** This is defined to be attending class, working on problems with your classmates, and working on your own.

**ALEKS** Our Assignments will be hosted on ALEKS. This requires a small fee to use. Exams too btw.

**Peer Led Team Learning:** As the name suggest, you and your peers will lead in your learning. You can only learn so much from spectating mathematics. **You must also do mathematics to learn mathematics. In this case, you will complete a set of problems.** These are to be submitted on ALEKS. 

**Homework:** Each section has a collection of problems on blackboard to practice. Each homework has 2 attempts. Highest grade is recorded. More attempts may be granted since this is meant to be practice.

**Exams** There are 3 exams during class and each exam has two attempts. To lessen the workload, you will only reattemp missed problems rather than the entire exam again.

**Final Exam.** There is one comprehensive final exam.



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**YO HABLO**



**IDIOMAS**

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Integration

**I SPEAK**



**LANGUAGES**





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**OBI Website**

