

Appendices

Appendix 1

Lead Interview Questions

1. Did your course teacher offer questions on your critical inquiry? If yes, how?
2. Did your instructor allow you to bridge with other peers by grouping or sharing ideas?
3. When shared with other peers, do you feel connected to your culture in the classroom? If yes, how?
4. Did your instructor engage you into self-reflection while taking the class?
5. Do you feel any discrimination inside the classroom regarding race or identity?

Appendix B

Lead Questions Used In Case Studies

1. Do you believe that this course instructor’s classroom discourse fosters the goals of CRP? How?
2. How can these discourse patterns address the CRP practices in classroom for the graduate students?
3. Can you share your thoughts on how to relate the discourse types with the idea of cultural inclusion in your classroom?
4. How can these discourse types address the CRP practices in classroom for the graduate students?

Appendix C

Classroom Observation Checklists

Topic: _____ Date: _____

Guided topics	Observations	Interpretations of observations
Teacher’s language usage to foster CRP practices		
Teacher’s invocation of topics related to CRP		
Teachers’ address to students in using CRP strategies		
Students’ responsiveness/behavioral changes		
Cultural relevance of materials		
Other observations : feedback given by the teacher engaging CRP		

Aziz, J. (2024). Fostering A Culturally Responsive Pedagogy through Teacher’s Discourse: A Case of Graduate Class at a U.S. University. MEXTESOL Journal, 48(1).