

ESOL
in Higher Ed

**Transforming Challenges into
Opportunities: Becoming a Culturally
Proficient Educator**

Chapter 2
(3rd Edition)

S. Perkins

Power Point: J. Govoni

Define the following terms as you understand them at this point in your education:

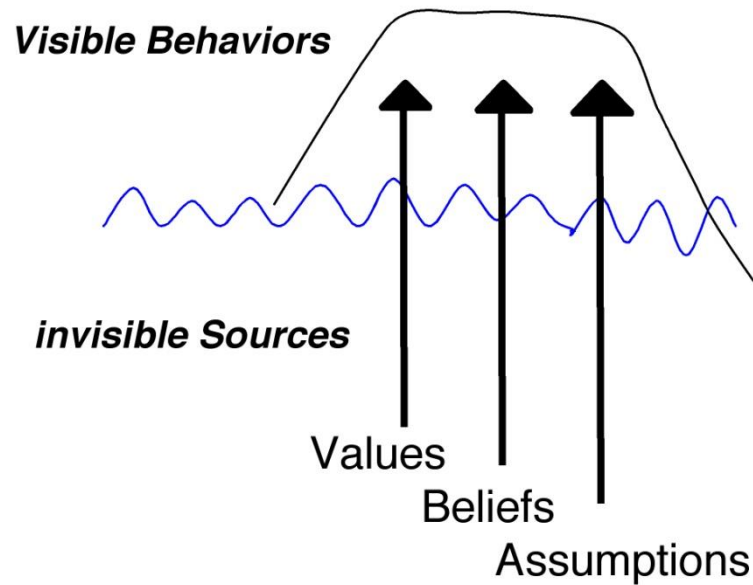
- Cultural Characteristics
- Cultural Pluralism
- Multicultural Education
- Cultural Proficiency



**Transformation in education
will ultimately lead
to a culturally-proficient
society with empowered
teachers.**



Culture Is Like An Iceberg



Source: https://www.google.com/search?q=surface+culture&tbm=isch&tbo=u&source=univ&sa=X&ei=_rk5Uqrjl4Lo8wSk3IDwDw&sqi=2&ved=0CGYQsAQ&biw=1280&bih=628&dpr=1#facrc=_&imgdii=_&imgsrc=u_PJVHYlibuMFM%3A%3Bs4zd-3Z1yK7RrM%3Bhttp%253A%252F%252Fcontent%252Fm14686%252Flatest%252Fgraphics1.jpg%3Bhttp%253A%252F%252Fcontent%252Fm14686%252Flatest%252F%3B2120%3B1976

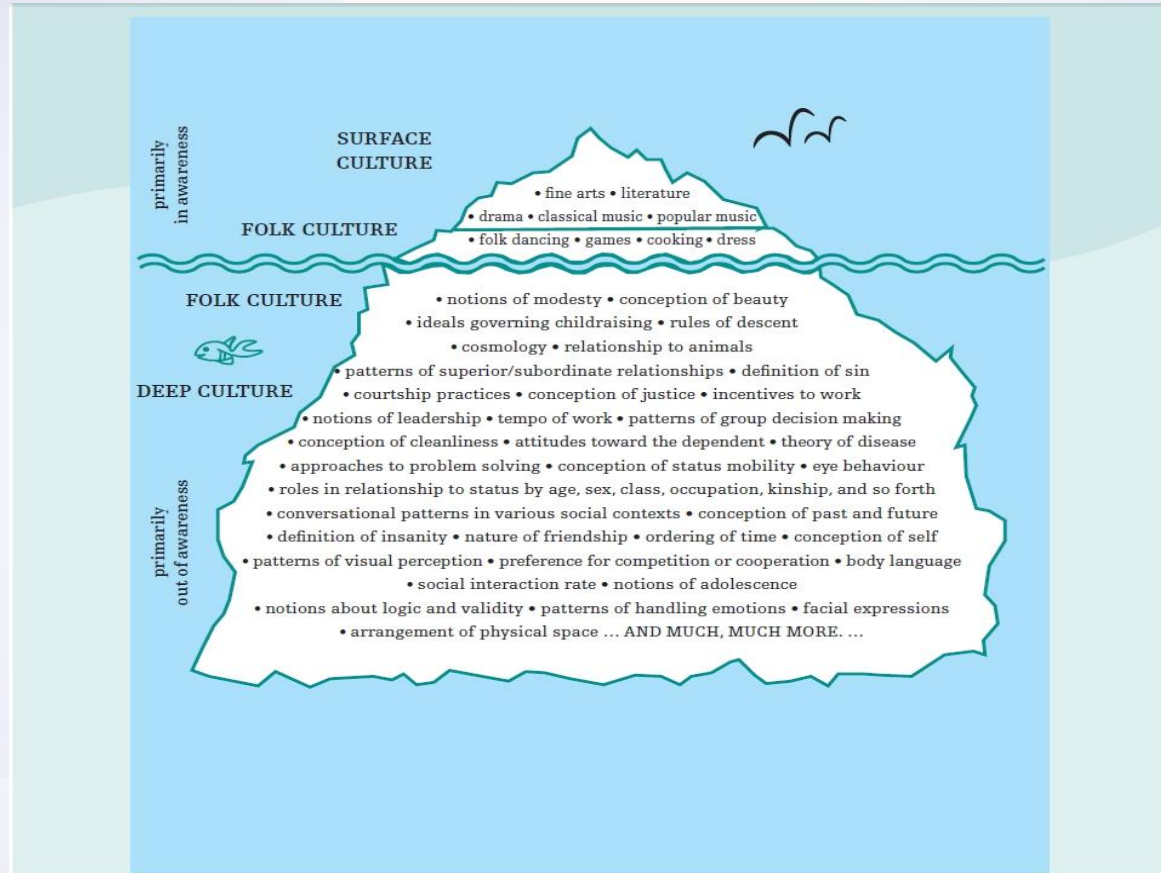
Examples of Surface and Deep Cultural Elements

SURFACE

- Arts
- Costumes
- Dress
- Famous personalities
- Folklore
- Food
- Holidays
- History of a cultural group

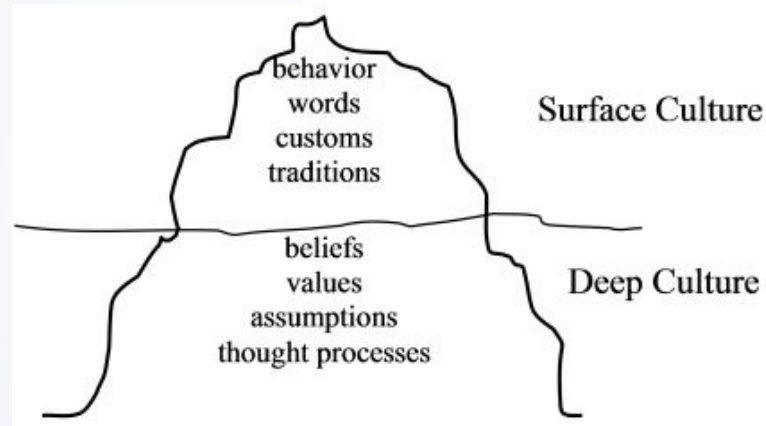
DEEP

- Beauty
- Leadership
- Nonverbal communication
- Time
- Language
- Social interaction
- Emotion
- Decision-making
- Friendship



Source: <http://daughterofkorea.blogspot.com/2012/01/raising-children-in-south-korea-ideals.html>

On the **surface** one witnesses explicit, taught, and tangible behaviors.



Below the surface are cultural values, habits, and judgments.

Surface Culture: elements of culture perceived by one of the five senses

Hearing-Seeing-Smelling-Tasting-Touching

Deep Culture –elements of culture beneath the surface

Discussing- Examining

Why do members of the _____ culture practice the behavior of _____?

Identify **one** surface element of a culture to which you belong.

Examine the philosophies underlying this surface element for you, your family, and your surroundings.



How will understanding your cultural views and your students' cultures positively impact academic achievement?



ESOL Characteristics of Culture

Culture is...

- learned
- shared
- helps members of a group to predict peoples' behaviors and survive
- dynamic and creative, and
- uniting or divisive.



Culture is defined as dynamic, learned, and a shared system composed of a group of people with similar surface and deep traits.



ESOL Culture and Learning Styles

- There is a relationship between culture and learning styles.
- There is a relationship between culture and teaching.
- Students' cultural experiences and backgrounds impact their learning styles.

ESOL Culture and Learning Styles

Cultural Pluralism

A process of compromise and communication characterized by mutual appreciation and respect between members of two or more cultural groups.

Cultural Assimilation

Members of cultural groups surrender some or all of their cultural artifacts, attitudes, behaviors, beliefs, and values as they are absorbed into the majority cultures of a society.

Every teacher sets the tone for establishing the climate of the learning environment through personal attitudes, behaviors, beliefs, and values represented in teaching styles and interactions with all students from diverse backgrounds.



What should educators do to practice **cultural pluralism** in their classrooms, and in the process, model and practice acceptance of, and respect for, cultural diversity of all students?



What steps will you take to build a positive, respectful, and supportive learning environment for all students from diverse backgrounds and at varying English proficiency levels?



Multicultural education is composed of learning and teaching that considers the primary goal of education to promote the development of all students in reaching their potential and realizing that success and brilliance are present among students of all diverse backgrounds.

Educators must develop multiple methods of ...

- believing
- doing
- evaluating
- perceiving

Becoming a multicultural educator is a process of action, not passivity.



- Furnish students an equal opportunity to achieve.
- Prepare students to competently participate in an increasingly multicultural and intercultural society and world.
- Effectively facilitate learning for all students no matter how culturally similar or different.

- Are active participants in ending discrimination and oppression.
- Guide interactions and practice instructional strategies that are student-centered, inclusive of voices and experiences of all students.
- Take an active role in examining and re-examining educational practices and how they impact learning.

How will you develop a student-centered classroom?



- Educational materials and media should be inclusive of diverse voices and perspectives.
- Educators must teach students to think critically about educational materials and media.

Bank's Four Approaches to Multicultural Curriculum reform:

- **Contributions Approach** - cultural information is integrated into the existing curriculum to focus on surface elements
- **Additive Approach** - cultural concepts, content, perspectives and themes are integrated into existing curriculum



Transformation Approach – structure of existing curriculum is changed to enable students to view concepts, content, events, and themes from diverse cultural perspectives

Social-Action/Decision-Making Approach – enables students to make decisions on social issues and take developmentally-appropriate actions to resolve them

1. Develop multiple and historical perspectives
2. Develop a cultural consciousness
3. Increase intercultural competence
4. Combat the –isms (racism, classism...)
5. Develop an awareness of the state of the planet and global dynamics
6. Develop social-action knowledge, skills, and dispositions to help solve major problems that threaten the future of the planet and its people

1. Define multicultural education in your own words.
2. Describe how Banks' curricular approaches and goals support today's diverse classroom.
3. Predict what would happen if the concept of multicultural education disappeared from the curriculum. How would you foster student learning?

Culturally-proficient educators serve as role models to facilitate the development of culturally-proficient students by knowing:

- how to take advantage of teachable moments
- involving cultural diversity
- asking questions without judging or offending
- creating and maintaining learning environments that welcome diversity.



Think about how changes in society occur through multicultural education characterized by cultural pluralism and culturally-proficient educators and students.



What do you believe are opportunities derived from teaching ELs?



A blurred background of a bookshelf filled with books of various colors. The books are out of focus, creating a bokeh effect. The colors of the spines range from light blues and yellows to darker blues and reds.

ESOL
in Higher Ed

www.esolinhighered.org

A solid, dark blue rectangular block located at the bottom center of the page.