

Embracing Cultural Diversity: Implications for the Classroom

Chapter 4 A. Grognet

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Culture is...

- a universal fact of human life
- learned
- shared
- transmitted through language



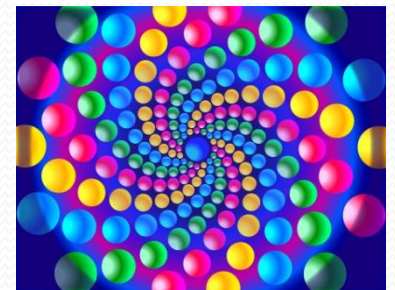
Share ways to promote cultural diversity
in your classroom.



Source: ClipArt

Culture

- Cultural patterns change over time.
- Language and culture are closely related.
- Human beings are language users and bearers of culture.



Source: ClipArt

Explain ways to promote...

- home school connections for ELs
- an interrelationship between language and culture.



Source: ClipArt

Culture is ...

that complex whole which includes knowledge, beliefs, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society (*E.B. Taylor, 1871*).

Culture

In the 1900s, culture was viewed as a **map**, an **abstract representation** of an area in which words, actions, and artifacts of a human group could be understood.



Source: ClipArt

Ethnocentrism is...

- When one's culture, race, and ways of life are considered superior to others.
- The superimposition of one group over another.
- *In education, the primary outlook of a school curriculum follows the dominant culture; however, communities foster ethnocentrism when students' ethnic cultures are the core of a curriculum (Gollnick & Chinn, 2013).*

Culture is...

- a set of common beliefs and values that a particular group shares.
- a way of perceiving, thinking, communicating, behaving, and evaluating.

Culture makes our surroundings understandable and predictable.

Maslow's Hierarchy



Source: <http://www.simplypsychology.org/maslow.html>

How does Maslow's Hierarchy fit into the definition of culture?

All educators must take on the responsibility to teach about diversity and ways to appreciate similarities and differences.

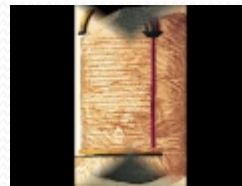


Source: ClipArt

Linguistics and Anthropology Viewpoints

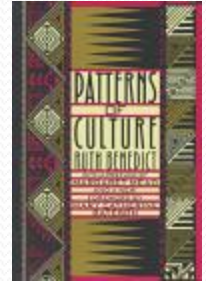
View the following YouTube link (approximately 6 minutes) and share two examples of both views with a classmate.

<https://www.youtube.com/watch?v=R8Pq2cTtzio>





Ruth Fulton Benedict, cultural anthropologist, 1887-1948



Source: <http://www.anthropology.usf.edu/women/ruthb/ruthbenedict.htm>

Margaret Mead, cultural anthropologist, 1901-1979



Source: <http://www.biography.com/people/margaret-mead-9404056>

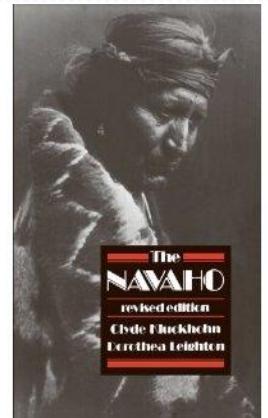
Edward Sapir, linguist and anthropologist, 1884-1939



Source:

<http://www.bing.com/images/search?q=edward+sapir&id=7802E05776D9749D9EBB48AF6B642D2C9146A6B9&FORM=IQFRBA>

Clyde Kluckhohn, anthropologist and social theorist, 1905-1960



Source:

<http://www.bing.com/images/search?q=clyde+kluckhorn&qpv=cl+cluckhorn&FORM=IGRE#view=detail&id=B5D57719FA395DE0DB841EE91BBE5D499341AB4D&selectedIndex=5>

How does technology affect the culture of a classroom?



Source: ClipArt

Marc Prensky (2013) shared 'technology has become foundational to both education and life...educators should think of technology ..as a key to thinking and knowing about the world' (23).

Mike Dappolone (2013) noted 'weaving technology into the culture of your classroom ensures that technology does not become a distraction '(71).

(Source: Educational Leadership, March 2013 Vol 70, No.6)



Source: ClipArt

Stereotypes

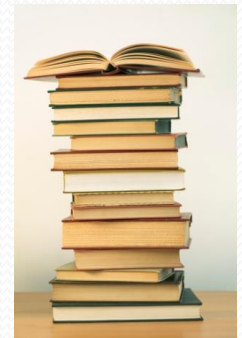
- When a behavior of an individual or a few people from a specific group is attributed to an entire group, stereotypes result.
- Stereotypes are reinforced by textbooks, media, and classroom ancillaries.



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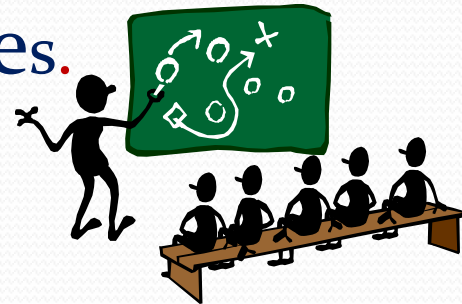


Sources: ClipArt



It is essential that educators...

- understand multiple ways to look at cultural values and are aware of their own assumptions, values, and biases.
- develop appropriate strategies to bring students closer to classroom ways without disrupting their own values.



Describe the general patterns of behavior, values, and attitudes in your school community.

How do they affect teaching and learning for ELs?



Source: ClipArt

National and State ESOL Standards

- Refer back to the standards presented in Part One of the text and determine which standards align with the information presented in Chapter Four.
- Explain how these standards guide educators in communicating with, teaching, and assessing students from diverse cultural backgrounds and at varying English proficiency levels.