

ESOL
in Higher Ed

Embracing Cultural Diversity: Implications for the Classroom

Chapter 4 A. Grognet

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Photos: Clip Art

Culture is...

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

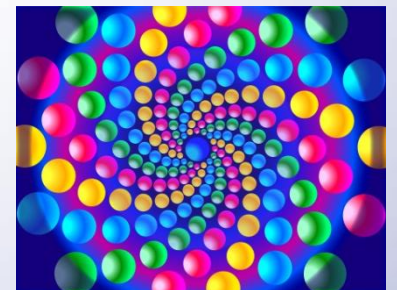


Share ways to promote cultural diversity
in your classroom.



Culture

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



Explain ways to promote...

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



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.



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>

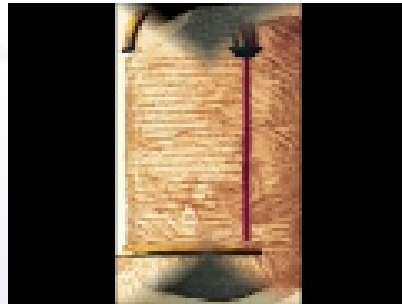
How does Maslow's fit with your definition of culture?

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



Linguistics and Anthropology Viewpoints

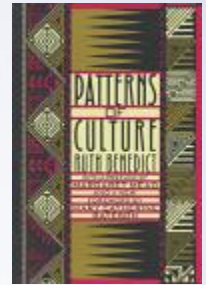
[View this YouTube link](#) (approximately 6 minutes)
and share two examples of both
views with a classmate.



- Google the influential cultural anthropologists/linguists listed on the next two slides.
- Provide a brief overview of their contributions as they relate to teaching and learning of ELs.
- Share your responses with the class.



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>

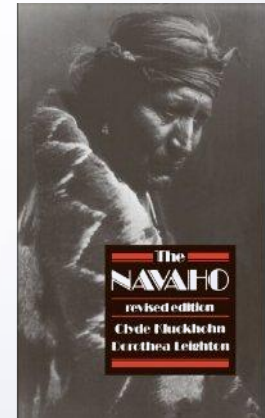
Edward Sapir, linguist and anthropologist, 1884-1939



Source:

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

Clyde Kluckhohn, anthropologist and social theorist, 1905-1960

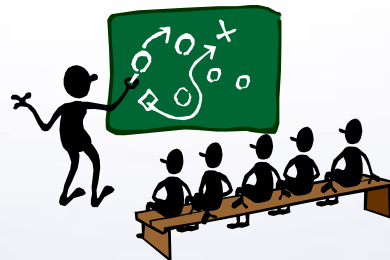


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It is essential that educators...

- 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?



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.



How does technology affect the culture of your classroom?



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)



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.



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