SED 370: Introduction to Cultural & Linguistic Diversity

Cultural Bias and Education

Introduction

Teachers must be culturally responsive, utilizing materials and examples, engaging in practices, and demonstrating values that include rather than exclude students from different backgrounds (Richards, Brown, & Ford, 2007). In this content activity, you are going to learn about factors that contribute to cultural bias. Your first task is to read a short article entitled, Addressing Diversity in Schools: Culturally Responsive Pedagogy. This article will define culturally responsive pedagogy and explain how it might be used effectively to address the instructional needs of a diverse student population (Richards, Brown, & Ford, 2007). You will be accessing the article from the SFA Library using the directions provided below. Be sure to read the directions in their entirety before you access the library link.

Directions for accessing the article:

1. Access the SFA Library by clicking on the following link: http://libweb.sfasu.edu/

2. Type Teaching Exceptional Children in the Search box and bullet the radial button for Journals. Then click on Search

3. Click on Academic Search Complete.

4. In the right side of the page you will see a All Issues heading. Access the year 2007

5. Then access Vol. 39 Issue 3 - Jan/Feb2007

6. You will see a list of articles for this issue, access page 2 of the list and read, Addressing Diversity in Schools: Culturally Responsive Pedagogy.
Ethnocentrism

The first factor that contributes to cultural bias is ethnocentrism. The previous article listed a number of specific activities that teachers could engage in order to become more culturally responsive. One of the activities suggested engaging in reflective thinking and writing in order to discern factors that contribute to personal motivations and behaviors. The personal motivations and behaviors, that we all have, can be referred to as ethnocentrism. Awareness of this concept will begin your journey of becoming a culturally responsive teacher who creates a climate of acceptance and understanding in his or her classroom. The following link will define and describe ethnocentrism. While you are visiting this site, be sure to access the colored link titled, an example of U.S. public stereotyping of Latin Americans from 1940. Now access the web site below and read the site's information:

http://faculty.chass.ncsu.edu/slatta/h216

Next, you will watch a short video that further depicts ethnocentrism.

http://video.google.com/videoplay?docid=979896895861730783&q=ethnocentrism&total=51&start=0&num=10&so=0&type=search&plindex=5

Prejudice

The second factor that contributes to cultural bias is prejudice. This is probably not a new term for many of you; however, knowing how prejudice affects the classroom/learning environment and exploring your personal prejudices is something that you may not be aware of. To begin your study of prejudice, you will visit a web page that has been designed to inform preservice teachers about factors that contribute to cultural bias in the classroom. As you read through this web page, you will not only learn definitions of prejudice, racism, and discrimination but also behaviors portrayed by victims of prejudice. Lastly, you will be informed of research approaches for reducing prejudice in students. Now access the link below and read the web page in its entirety.

http://www.ncrel.org/sdrs/areas/issues/educators/preservce/pe3lk7.htm

Cultural Consciousness in American Classrooms

The previous activities have helped you develop your awareness of factors that contribute to cultural bias. Now, you will read a short article entitled, Teaching Refugee and Immigrant Children. This article will inform you of factors that create multicultures within the classroom and cultural adjustment issues that students face. Now access the link below and read the article in its entirety.

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www2.sfasu.edu/enlace
Linguistic Diversity

To begin your study of linguistic diversity, you will watch a video that introduces the Stages of Oral Language Acquisition and demonstrates the abilities of ESL learners as they are acquiring English language skills. The video begins with language proficiency skills of elementary age students and then progresses to an adult ESL learner who has obtained advanced fluency in English. Now access the video and watch in its entirety.

http://video.google.com/videoplay?docid=1335065316329253169&q=English+language+learners&total=210&start=10&num=10&so=0&type=search&plindex=7

Now that you have been introduced to the concept of Stages of Oral Language Acquisition, you will access the following link and read language acquisition information on 3 different charts. Chart 1 depicts student characteristics and behaviors for Stages 1-4. Chart #2 describes teacher behaviors for Stages 1-4. Chart #3 suggests teaching strategies for stages 1-4. I strongly recommend that you print these charts and save them for future study purposes. The information is very valuable. Now access the link below:

http://tapestry.usf.edu/Nutta/data/content/docs1/NaturalApproachChart.pdf