Chapter 5
Addressing Cultural and Socioeconomic Diversity
Overview

• The Rise of Multiculturalism
• Ethnicity and Social Class
• Multicultural Education Programs
• Bilingual Education
The Meaning of Culture

• The term culture typically refers to . . .
The Meaning of Culture

• The term culture typically refers to . . .
  • the way in which a group of people perceives the world; formulates beliefs; evaluates objects, ideas, and experiences, and behaves
From Melting Pot to Cultural Pluralism

- Melting pot
  - Diverse ethnic groups assimilating into one mainstream culture

- Cultural Pluralism
  - A society should strive to maintain the different cultures that reside within it
  - Each culture within a society should be respected by others
  - Individuals within a society have the right to participate in all aspects of that society without having to give up their cultural identity
## Immigrants to the United States

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Years</th>
<th>Number</th>
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<tbody>
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<td>1820-1829</td>
<td>128,502</td>
<td>1910-1919</td>
<td>6,347,380</td>
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<tr>
<td>1830-1839</td>
<td>538,318</td>
<td>1920-1929</td>
<td>4,295,510</td>
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<td>1840-1849</td>
<td>1,427,337</td>
<td>1930-1939</td>
<td>699,375</td>
</tr>
<tr>
<td>1850-1859</td>
<td>2,814,554</td>
<td>1940-1949</td>
<td>856,608</td>
</tr>
<tr>
<td>1860-1869</td>
<td>2,018,261</td>
<td>1950-1959</td>
<td>2,499,268</td>
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<td>1870-1879</td>
<td>2,742,137</td>
<td>1960-1969</td>
<td>3,213,749</td>
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<td>1890-1899</td>
<td>3,694,294</td>
<td>1980-1989</td>
<td>6,244,379</td>
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<td>1900-1909</td>
<td>8,202,388</td>
<td>1990-1999</td>
<td>9,775,398</td>
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<td></td>
<td></td>
<td>2000-2007</td>
<td>8,061,486</td>
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Ethnicity and Social Class

• An *ethnic group* is a collection of people who
Ethnicity and Social Class

An *ethnic group* is a collection of people who identify with one another on the basis of one or more of the following characteristics:

- Ancestors’ country of origin
- Race
- Religion
- Language
- Values
- Political interests
- Economic interests
- Behavior patterns
Ethnicity and Social Class

- Five aspects of ethnicity that are potential sources of misunderstanding between students and teachers:
  - Verbal Communication Patterns
    - Differences in the rules that govern how adults and children speak to one another and about public speaking
  - Nonverbal Communication
    - Differences in the meaning of eye contact
  - Time Orientation
    - Differences in organizing activities around specific start and stop times
Ethnicity and Social Class

- Five aspects of ethnicity that are potential sources of misunderstanding (cont’d):
  - Social Values
    - Differences in the value of competition and working independently
  - Instructional Formats and Learning Processes
    - Differences in preferences for traditional instructional format, role-play, peer tutoring, small-group learning, slower pacing, and use of stories
    - Differences in preferences for visual, written, and spoken formats, and for memorizing
Ethnicity and Social Class

• The Effect of Social Class on Learning
  • Social class indicates an individual’s or family’s relative standing in society
  • One’s social class, or socioeconomic status (SES), principally determined
    • 1
    • 2
    • 3
Ethnicity and Social Class

• The Effect of Social Class on Learning
  • Social class indicates an individual’s or family’s relative standing in society
  • One’s social class, or socioeconomic status (SES), principally determined by
    • annual income,
    • occupation,
    • amount of education
Ethnicity and Social Class

• The Effect of Social Class on Learning (cont’d)
  • Compared to children from middle- and upper-SES families, children from low-SES families are more likely to experience:
    – _____ graduation rates
    – _____ levels of achievement
    – _____ quality health and living conditions
    – _____ family environment
    – _____ levels of motivation and achievement-related values
    – _____ classroom environments
Ethnicity and Social Class

• The Effect of Social Class on Learning (cont’d)

  • Compared to children from middle- and upper-SES families, children from low-SES families are more likely to experience:
    – Lower graduation rates
    – Lower levels of achievement
    – Poor quality health and living conditions
    – Disadvantaged family environment
    – Lower levels of motivation and achievement-related values
    – Negative classroom environments
Ethnicity and Social Class, Teacher Expectations

• The Effect of Ethnicity and Social Class on Teachers’ Expectations
  • On the basis of such characteristics as race, SES, ethnic background, dress, speech pattern, and test scores, teachers form expectancies about how various students will perform in class.
  • Those expectancies are subtly communicated to the students in a variety of ways.
  • *Students come to behave in a way that is consistent with what the teacher expects.*
Ethnicity and Social Class, Teacher Expectations

• The Effect of Ethnicity and Social Class on Teachers’ Expectations
  • Research on the Effects of Teachers’ Expectancies
    – Expectancies that are communicated by parents and teachers can have both positive and negative effects
    – Teachers expectations more likely to maintain existing tendencies than to alter well-established behaviors
Ethnicity and Social Class, Teacher Expectations

• The Effect of Ethnicity and Social Class on Teachers’ Expectations
  • Factors That Help Create Expectancies
    – Middle-class students are expected to receive higher grades than low-SES students, even when _______.
    – Minority students are given _____ attention and are expected to learn ___ than white or ______________ students
    – Teachers tend to perceive children from poor homes as less mature, less capable of following directions, and less capable of working independently than children from more advantaged homes
Ethnicity and Social Class, Teacher Expectations

- The Effect of Ethnicity and Social Class on Teachers’ Expectations
  - Factors That Help Create Expectancies
    - Middle-class students are expected to receive higher grades than low-SES students, even when their IQ scores and achievement scores are similar
    - Minority students are given less attention and are expected to learn less than white or Asian American students
    - Teachers tend to perceive children from poor homes as less mature, less capable of following directions, and less capable of working independently than children from more advantaged homes
Ethnicity and Social Class, Teacher Expectations

• The Effect of Ethnicity and Social Class on Teachers’ Expectations
  • Factors That Help Create Expectancies (cont’d)
    – Teachers who think of intelligence as a fixed and stable capacity are more likely to formulate negative and positive expectations of students than are teachers who think of intelligence as a collection of skills that can be shaped
    – Teachers are more influenced by negative information about students than they are by neutral or positive information
    – High-achieving students receive _____ praise than low-achieving students
Ethnicity and Social Class, Teacher Expectations

• The Effect of Ethnicity and Social Class on Teachers’ Expectations
  • Factors That Help Create Expectancies (cont’d)
    – Attractive children are often perceived by teachers to be brighter, more capable, and more social than unattractive children **What makes someone “attractive”**
    – Teachers tend to approve of girls’ behavior more frequently than they approve of boys’ behavior
### Assumptions of Multicultural Education

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Goals of Multicultural Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. culture has been formed by the contributions of different cultural groups.</td>
<td>Promote understanding of the origins and lack of validity of ethnic stereotypes.</td>
</tr>
<tr>
<td>Individuals must have self-esteem and group esteem to productively work with people from other cultures.</td>
<td>Teachers should give all students a sense of being valued and accepted by expressing positive attitudes, by using appropriate instructional methods, and by formulating fair disciplinary policies and practices.</td>
</tr>
<tr>
<td>Learning about the achievements of one’s cultural group will raise self-and group esteem.</td>
<td>Promote self-acceptance and respect for other cultures by studying the impact ethnic groups have had on American society.</td>
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</table>
# Multicultural Education Programs

## Assumptions of Multicultural Education

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<th>Goals of Multicultural Education</th>
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<tbody>
<tr>
<td>American society benefits from positive interactions between members of different cultural groups.</td>
<td>Reduce ethnocentrism and increase positive relationships among members of different ethnic groups by understanding the viewpoints and products of these groups.</td>
</tr>
<tr>
<td>Academic performance is enhanced when teachers incorporate various cultural values and experiences into instructional lessons.</td>
<td>Help students master basic reading, writing, and computation skills, by embedding them in a personally meaningful (i.e., ethnically related) context.</td>
</tr>
</tbody>
</table>
Multicultural Education Programs

• Basic Approaches
  • Contributions Approach
    – Ethnic historical figures whose values and behaviors are consistent with American mainstream culture are studied while individuals who have challenged the dominant view are ignored. Who has done this?
  • Ethnic Additive Approach
    – An instructional unit composed of concepts, themes, points of view, and individual accomplishments is simply added to the curriculum
Multicultural Education Programs

• Basic Approaches (cont’d)
  • Transformative Approach
    – There is no one valid way of understanding people, events, concepts, and themes; there are multiple views, each of which has something of value to offer
  • Decision-Making and Social Action Approach
    – Incorporates components of all the other approaches and adds the requirement that students make decisions and take actions concerning a concept, issue, or problem being studied
Multicultural Education Programs

- Characteristics of Effective Multicultural Teachers
  - Provides students with clear objectives.
  - Continuously communicates high expectations to the students. **ALL STUDENTS**
  - Monitors student progress and provides immediate feedback.
  - Has several years experience in teaching culturally diverse students. **What can you do as a beginning teacher?**
  - Can clearly explain why she uses specific instructional techniques.
Multicultural Education Programs

• More Characteristics of Effective Multicultural Teachers
  • Strives to embed instruction in a meaningful context.
  • Provides opportunities for active learning through small-group work and hands-on activities.
  • Exhibits a high level of dedication.
  • Enhances students’ self-esteem by having classroom materials and practices reflect students’ cultural and linguistic backgrounds.
  • Has a strong affinity for the students.
Video: Culturally Responsive Teaching: A Multicultural Lesson for Elementary Students
Multicultural Education Programs

• Instructional Goals and Methods
  • Instructional Goals
    – Help low-achieving minority and/or low-SES students master both basic and higher-level skills
Multicultural Education Programs

• Instructional Goals and Methods
  • Instructional Methods
    – Peer Tutoring (or, Peer-assisted learning): teaching of one student by another
    – Cooperative Learning: working in small, heterogeneous groups to help one another master a task
    – Mastery Learning: assumes most children can master the curriculum if certain conditions are established
Multicultural Education Programs

• A Rationale for Multicultural Education
  • Multicultural programs foster teaching practices that are effective in general as well as for members of a particular group
  • All students may profit from understanding different cultural values
  • The U.S. is becoming an increasingly multicultural society and students need to understand and know how to work with people of cultures different from their own
Multicultural Education Programs

• A Rationale for Multicultural Education (cont’d)
  • Multicultural education programs expose students to the idea that “truth” is very much in the eye of the beholder. ** Who writes the history books?
  • Multicultural programs can encourage student motivation and learning.
  • The rationale for multicultural education that we have provided has been reinforced by numerous studies that document the disappointing academic performance of a significant number of minority-group students.
Bilingual Education

- What is the goal of Bilingual education?
Bilingual Education

• Goal
  • Help English language learners (ELLs) acquire the English skills they will need to succeed in school
Bilingual Education

• Approaches
  - Transition programs teach students wholly or partly in their native language until they can function effectively in a regular class
  - Maintenance programs provide instruction in native language for a longer period of time before moving to all-English instruction
  - Two-way bilingual programs (also called two-way immersion) provide instruction in the language of both the majority culture and the minority culture
Bilingual Education

• Research Findings
  • Both transition and immersion programs can help ELLs become proficient in English
  • Compared to immersion programs, bilingual programs produce only small to moderate gains in reading, language skills, and math