

Cultural and Linguistic Differences: What Teachers Should Know

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module examines the ways in which culture influences the daily interactions that occur across all classrooms and provides practice for enhancing culturally responsive teaching (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** It's three months into the new school year, and Mr. Bennett, a fourth-grade teacher, is chatting with Mrs. Casey in the teachers' lounge. Their conversation soon turns to Maria, a new arrival from Mexico and a recent addition to Mr. Bennett's class.

Notes

Initial Thoughts

- What influence does culture have on a student's school success?
- How does linguistic diversity influence classroom performance?
- What impact do culture and language have on a family's involvement in school and on their child's education?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Understand how a teacher's own culture can influence his or her teaching
 - Describe what it means to provide culturally responsive instruction
 - Recognize how linguistic diversity may influence school outcomes for students
 - Understand the importance of family involvement in school
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Culture

- Thoughts on the meaning of "culture"
- A variety of experiences or circumstances can influence an individual's cultural beliefs [bullet points]
- For Your Information
- Audio: Clint McDougal stresses that teachers should be aware of the different cultures in their classrooms
- Audio: Clint McDougal talks about the importance of recognizing differences within cultures

Notes

❖ Page 2: Cultural Responsiveness

- To become culturally responsive, teachers should engage in an ongoing process of... [bullet points]
- Research Shows
- To become culturally responsive, teachers should also... [bullet points]
- Diversity in the classroom
- Activity: Becoming culturally responsive is a journey, not a destination

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- Link: Answer the questions to help develop your cultural responsiveness
- Disabilities may be viewed in a variety of ways [bullet points]
- Research Shows
- Cultural Connection

Notes

❖ Page 3: Culturally Responsive Instruction

- Teachers who do not adequately take cultural diversity into account may find that students... [bullet points]
- Audio: Alfredo Artiles talks about the importance of recognizing possible differences between the classroom culture and the culture of students
- Teachers can help their students to make connections by... [bullet points]
 - Link: multicultural education [definition]
- For Your Information
- When schools value and welcome cultural and ethnic diversity... [bullet points]
- Cultural Connection

Notes

❖ Page 4: Communication

- Culturally responsive teachers understand... [bullet points]
 - Link: dramatic presentation [definition]
 - Link: conversational and active participatory discourse [definition]
 - Link: gestures and body movement [definition]
 - Link: rapidly paced rhythmic speech [definition]
 - Link: metaphorical imagery [definition]
- Audio: Alfredo Artiles talk about the importance of recognizing and valuing differing storytelling styles

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- Keep in Mind
- Cultural Connection
- Activity: Think about the scenarios outlined below
 - Audio: Donna Ford talks about how cultural values and beliefs about sharing personal opinions can determine participation
 - Audio: Donna Ford: You're engaged in conversation with a student who constantly interrupts you. Why this behavior could be culturally acceptable for some students
 - Audio: Donna Ford: While telling a story, a student jumps around from one idea and incident to the next, without consideration of conventional narrative sequence

Notes

❖ Page 5: Language Acquisition

- Link: English as a second language [definition]
- For Your Information
- The stages of second language acquisition
- Definition of BICS
- Definition of CALP
- Inaccurate assumptions about a student's ability potentially result in... [bullet points]
- Audio: Clint McDougal talks about Maria and her comfort with using newly acquired English during play
- Cultural Connection

Notes

❖ Page 6: Linguistic Supports

- Support for students
- Cultural Connection

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❖ Page 7: Promoting Family Involvement

- Challenges/Possible Solutions [bullet points]
- Audio: Clint McDougal contrasts what some parents consider to be their responsibility to their child's education and the teacher's expectations of parents' responsibility for educating their children
- Audio: Luz Hernandez shares her advice about working with families from diverse backgrounds
- To strengthen programs and policies in the educational environment... [bullet points]
- Activity: Take a moment to answer the questions below [bullet points]
- Cultural Connection

Notes

❖ Page 8: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 9: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

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Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]