



This is a graded discussion: 10 points possible

due -

Discussion #1-Beliefs, Perspectives, and Values

3 64

Discussion Reflection 1:

Based on our readings, the lecture, and your professional experience as a student and as an education professional or as a parent, reflect on your own beliefs, perspectives and values related to culture and education.

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

For the second half, respond to the following questions:

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

2) Consider ways to incorporate tasks or activities that are relevant to Ethnicity, Race and Culture into your classroom, office, learning center, etc to support and understand a person's identity.

In your own words, describe two different tangible tasks/activities that you can incorporate into your planning, leading, counseling and/or teaching to help students embrace their own Ethnicity and Race and Culture?

Post your Response **by Saturday** and respond to at least two others **by Sunday**.



← Reply

○



<https://my.uclaextension.edu/courses/30870/users/148617>

Oct 9, 2020



Of course my perspectives have changed over time. Life experience and maturity changes you. I've constantly and continuously grown over the past 18 year of teaching. I am exactly

like that teacher in the video this week: a white, female public school teacher who went to Catholic school from Kindergarten - 12th grade. It was never a question of, "Are you going to college?"; It was always, "Where are you going to college?". I'm from a small town in Massachusetts, population 10,000, where 9,990 of us are white. My childhood consisted of dinner at the table each night with my mom and my dad, being terrified to tell my parents I forgot to do my homework and the teacher sent home a note, early bedtimes, daily chores, and lots of outside play time. Fast forward to my first year of teaching in 2003. I had a male student in my classroom whose father was sentenced to jail for molesting the daughter/sister. I was truly a deer in the headlights, "this happens?!?!". Talk about being flabbergasted and having a real eye opener! I was **clueless** that this stuff happened in life. I was 23 years old and my naiveness and sheltered bubble life burst right in front of my eyes.

Through my career, I have moved around the country and now I live overseas. I have had the privilege of working with people from all over the globe. I have had the privilege of working with Equity and Access programs, in Multiple Intelligence Schools, Title 1 Schools, Special Education teachers/students, Responsive Classroom, and have had training with Restorative Justice. These name a few of the programs that I have been privileged to be a part of. I received my Administration Credential in 2018. The courses for that program changed my perspectives immensely. I appreciated being a classroom teacher and now receiving perspective from an admin role. To see what that side of the team deals with (budget, staffing, parents, law, etc.) was so beneficial. It was humbling and something that I think all teachers should receive PD in. Working with veteran and new educators also gives a wide range of perspective and I try to be very open to what others have experienced and share with me. Learning is a constant. I will never know everything.

The more education I receive, the more people that I meet, and the more locations I have taught/lived in, the more my perspectives have changed from being a small-town-Catholic-school-girl to a more open-minded, accepting, empathetic, world traveled educator and human being. I only know what I've experienced so to listen to experiences others have had, and to gain a little bit of perspective through them, my ability to be a teacher continues to grow and change.

My classroom consists of 19 five-year-olds from 13 different countries. I have 2 students from Australia, 1 from Saudi Arabia, 3 from India, 2 from the UK, 1 from Peru, 1 from Romania, 1 from Egypt, 3 from the USA, 1 from Austria, 1 from South Korea, 1 from South Africa, and 2 from the Philippines. They all live in Saudi Arabia on an international base camp, have an American teacher, and a teacher's assistant from India. Our languages are all different as are our religions. But like most kindergarten classrooms around the world, we are one little happy family who simply love one another and are so happy to see one another every day. I never have to deal with 'he's different' or 'I don't like her.' My kiddos love each other, greet each other with big smiles and hugs. I wish you could hear them when they see one another. It's adorable.

I just got a new idea from the TESOL Technology class. We have world maps hanging up in the classroom. I'd like to take it down from the roll on the wall and actually hang it up on the wall, low enough for the kids to see. Then, I'd like to put their picture on the map showing their Kinder friends where in the world they are from.

We are not allowed to have food in school so cultural food is out of the question. I could have kids bring in pictures of their home country, their home, cultural attire, etc., and display those as well. I have asked them recently to tell me words in their home language as I'm teaching them words in English. Example: Number 5 - the kids were telling me how they say the number 5 in their language. They laughed when I struggled to repeat them. Have you ever tried to speak Arabic? It's hard!

← [Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 13, 2020



Hello Melissa, hope your day is going well. The UCLA TESOL program and the courses it offers students gel so well in so many areas, especially in the realm of cultural diversity.

I took the TESOL technology class earlier this year. From my learning in the study, it is amazing how much technology can enhance the learning environment, especially with today's generation so attached to technology as a learning and information source.

← [Reply](#)



[Gabriela Miranda Laguna \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/30870/users/142177\)](https://my.uclaextension.edu/courses/30870/users/142177)

Oct 15, 2020



Hello Melissa,

I think it is amazing to have the opportunity of working with people from all over the globe. It sounds interesting about your experience in Equity and Access programs, in Multiple Intelligence Schools.

Such a good idea to ask your students to bring in pictures of their home country. It sounds cordial sharing something so personal like a picture to show to the classmates how and

with what they are feeling comfortable.

← [Reply](#)



[Erin Lynch \(https://my.uclaextension.edu/courses/30870/users/147296\)](https://my.uclaextension.edu/courses/30870/users/147296)

Oct 16, 2020

Hi Melissa. Nice to "see" you again. I had a similar upbringing and spent part of my childhood in the South Shore of Boston in a very Irish and Italian town. I too had my eyes opened up about many things in my early 20s after moving to Los Angeles! I really like your idea of hanging maps low enough for your little learners to see and putting their pictures on the part of the map they are from. I imagine that it will not only affirm them personally, but maybe even help them stay connected to their culture since they are in a different country and it will also help all the other learners understand that their classroom is diverse and inclusive.

← [Reply](#)



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30870/users/147001\)](https://my.uclaextension.edu/courses/30870/users/147001)

Oct 16, 2020

Hi Melissa,

I was also surrounded by "good people" in Japan. When I first came to the US and saw some people who cannot follow the social rules, I also had "this happens???" moments!!

I believe education is one way to combat the limitations of different backgrounds, the way to transform underprivileged communities.

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/30870/users/135934\)](https://my.uclaextension.edu/courses/30870/users/135934)

Oct 16, 2020

Hi Melissa,

You're students adorable! I really like your idea with the map so your kids can see where they all come from. I think making language something you are both sharing with each other is also a really great idea, especially with that age group.

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/147480) (<https://my.uclaextension.edu/courses/30870/users/147480>)

Oct 18, 2020

I loved reading about how much you've grown from a first-year teacher to a veteran with a new world view. I learned that limited exposure to people of color is not something that's in your control. What stood out to me was how you've identified the deer in headlights moment, and chose to grow from it.

I also appreciate the part where you said you got the Administration Credential. It was something I hadn't considered. It's truly a different world. Thank you for sharing!

[← Reply](#)



[Ting Tai Lui](https://my.uclaextension.edu/courses/30870/users/128284) (<https://my.uclaextension.edu/courses/30870/users/128284>)

Oct 13, 2020

According to Cambridge Dictionary, culture is defined as the way of life, especially the general customs and beliefs, of a particular group of people at a particular time. So, culture is apparently more than race. It pertains to religion, gender, and age, etc. When I was young, I lived in England and race was of my major concern in connection with cultural diversity. When I grow older, I have been working with people of different ages, sexual orientations, religions, and of course races. Now I realize that culture should not be confined to race. Even the Chinese people have different cultural practices and customs. People from southern China eat and dress differently from those from northern China. Older people have different attitudes toward education from younger ones. For instance, in the past, schools and colleges were the wholesalers of education. Whoever wanted to gain knowledge must enroll in school or college programs, or they wouldn't acquire knowledge. However, in these days, young people can learn through watching YouTube videos or subscribing to university library membership.

Due to globalization, senior managers of multinational corporations and government officials station in different countries. Their children study in local or international schools in these countries. This results in the growing multicultural classroom. In addition, many Asian colleges and universities like The University of Hong Kong (HKU) launch lots of international exchange programs with North American and European institutions like Princeton and Oxford Universities. So, multicultural education also occurs to different global universities. Therefore, cultural diversity and multicultural education are inevitable in the 21st century. Take my teacher training credential at HKU. It was back in the year 2002-3. All English major students were put into several smaller groups living in different parts of Australia and attended additional TESOL training programs co-organized by local universities for 2 months. My group went to Latrobe

University. In addition to standard TESOL training lessons, guest speakers spoke to us and we visited different local middle or high schools. It was an eye-opener, for an Aborigines leader in Melbourne gave us a talk on how Britons had exploited the Aborigines on the continent hundreds of years ago. I was assigned to a local middle school observing their Math class. I couldn't believe my eyes that two students – a male and a female – rose from their seats in the middle of the lesson throwing themselves into each other's arms planting a kiss on their cheeks – and lips... The teacher ignored what they were doing and it seemed to be nothing special! I froze and my jaws dropped. One day I was introduced to a nature-based educational institute. Then I paid visits to the school. These visits were another eye-opener. I had never imagined education could be so nature-based. These visits helped my understand that culture could be more than race. It could be about nature-based vs mainstream education.

I was studying at a boys' school. So, I was unclear about what females thought. In my first few years at college, communicating and studying with females was a headache to me.

Regarding religion, my school was a Catholic school, though I have never been baptized. I was told lots of stories about the Lord and Jesus Christ. But my parents worships gods and goddesses. So, I had to worship Chinese gods and goddesses at Chinese New Year and other Chinese festivals. My then-girlfriend, now my wife, believes in Buddhism. She often brought me to Buddhist temples worshipping Buddha and joining their Buddhist fellowships. I know Catholics and Christians do not believe in other gods/idols. But I respect different religions and have never tried to change my wife's and family's faiths – except on one occasion I was invited/forced to drink up a glass of water filled with the ashes burned from a Chinese auspicious note.

That is the end of Part 1. Will address Part 2 shortly.

← [Reply](#)



Melissa McConnell-Quinn (<https://my.uclaextension.edu/courses/30870/users/148617>)

Oct 13, 2020

You have a fascinating story. I enjoyed reading it. You have a rich background full of so many lessons and experiences. I could have a lengthy conversation with you. I'm fascinated by the water filled with ashes and I'd like to hear more about studying at the boy's school. That (later experience) is one that I cannot relate to and would be interesting in your perspective. Thank you for sharing your story.

← [Reply](#)



Ting Tai Lui (<https://my.uclaextension.edu/courses/30870/users/128284>)

Oct 13, 2020

Hi Melissa

Not sure about the schools in the US.

It's British legacy. Hong Kong's sovereignty was returned from Britain to China in 1997. Lots of top schools are either Catholic, Christian, or Anglican schools. So, many parents want to send their kids to these schools.

Back in the 1980s, not sure about now, when I was in a Catholic school, whatever students' religions, they had to attend Mass on specific occasions.

All the school subjects in Catholic schools are same as other schools'. Physics, Chemistry, Math, you name it. But all students must attend Religious Studies lessons. A priest or nun explains the Bible to their students. Students must sit the exam too.

Studying at a boys' school, all students have no chance to talk to girls. Of course some teachers are females. And that's all. So, like my fellow students, I did not know what girls liked or disliked. Also, I did not know what drove girls to behave so differently from boys. For example, many students in my school were rebellious. Like those in *Lord of the Flies*. Corporal punishment was no stranger to the students (but corporal punishment no longer happens because of the rise of students' and parents' power at school). On average our English proficiency was not as fluent as girls'. So, my school, like many other boys' schools, was not famous for the students' English skills. However, our graduates scored very well on exams on science subjects like Math, Pure Math, and Physics.

Edited by [Ting Tai Lui](https://my.uclaextension.edu/courses/30870/users/128284) (https://my.uclaextension.edu/courses/30870/users/128284) on Oct 13 at 7:43pm

[← Reply](#)



[Monta Wiley](https://my.uclaextension.edu/courses/30870/users/126624) (https://my.uclaextension.edu/courses/30870/users/126624)

Oct 13, 2020

With each post in the class, I learn more and more about you, Ting. Very interesting story you have navigating through the educational system and in your personal life. I have so many questions for you, but what I found interesting is your discussion of the distinctions between people of northern and southern China. For a non-native instructor, I'm curious how one would approach teaching a class with students from both geographic, where while they may seem similar, particular distinctions must be remembered from both groups to provide an accommodating learning atmosphere in knowing the learner. I'm also curious if young students' decisions to cite YouTube as a learning source steers their ambitions for attending a formal class lesson.

I also think it is incredible you are so respectful of your wife's religion. I'm curious how that experience applies to your current role as an instructor.

[← Reply](#)[Ting Tai Lui \(https://my.uclaextension.edu/courses/30870/users/128284\)](https://my.uclaextension.edu/courses/30870/users/128284)

Oct 13, 2020

Hi Monta

I am glad that you're interested in this issue.

I believe that it is not a matter of native or non-native speakers. It is about pedagogy. Research must have been done before walking into the classroom. A teacher should take some time to study the details about the similarities and differences between people living in southern and northern Chinese. So, building a good rapport with students is utterly important. The teacher having good relationships with their students can get relevant information from the students before designing activities.

I am not sure if the following problem happens in the US classroom.

When I was teaching classes of students from different parts of China, students from different provinces liked to sit together in small groups. I am not sure in the US student from California do not like to sit with those from, say, Texas.

Also, it is very difficult, even for teachers in China, to understand so many subtle similarities and differences across China. But in the TESOL classroom, the matter is not that complicated like social studies. My experience is that as long as research has been done in a teacher's endeavors and respect for discrepancies between provinces is shown, it'll be okay.

Not sure about schools in mainland China - the China excluding Hong Kong and Macau. But at college every student - I kid you not, every student - subscribes to VPN. So, they have no problems accessing YouTube and Facebook, etc. inside China. Yes, when I was teaching freshmen at college, they had to learn how to cite in the APA style. So, my answer is: Yes. They cite sources from YouTube or other news channels from all over the world.

My eyebrows were raised to see how diligent students in mainland China were when I was teaching a top college in southern China back 20 years ago. At 11 pm, not am, the main library was still fully packed with hardworking students burying their heads into books. You could hear a pin drop! The weather was so hot around 30 degree Celsius and no air-conditioning was provided. Only ceiling fans were in place.

Regarding my wife's religion, it's her freedom to have her faith. We must welcome, not just accept, that the world is full of different ideas and faiths.

Edited by [Ting Tai Lui \(https://my.uclaextension.edu/courses/30870/users/128284\)](https://my.uclaextension.edu/courses/30870/users/128284) on Oct 13 at 7:16pm

← Reply



Ting Tai Lui (<https://my.uclaextension.edu/courses/30870/users/128284>)

Oct 13, 2020

Part 2:

The activities are designed for a multicultural class in middle school.

At first, a questionnaire is given to the students asking them to reveal their understanding of the different races in the school/classroom. To save time, the survey should contain both open and close-ended questions. Five or six questions will do. This activity is to help recall their knowledge about the cultures of their fellow students. It should be done individually and so group discussion is not allowed at this stage.

Then a few short video clips on different ethnicities' – preferably those of the students in the school/classroom – lives and their problems in society are shown (So, the teacher should have done enough research to ensure the video footage could be found for the lesson). Upon showing the videos, students are given a couple of minutes to adjust their answers in the survey.

Next, put students of different ethnicities into small – no more than 4 students – groups. Every student in the group gives a no-more-than-2-minute presentation on their answers in the survey. Then the other students in the same group fire away their questions in a bid to clarify their understanding or rebut what they think incorrect or misleading in the short speech. Before this group activity, the teacher should have reminded all students that hate speech is prohibited.

A picture showing kids of different races/ethnicities happily hugging each other or playing together is given to each group. Then give them some time, say 20 minutes, to write a 5-minute skit leading to the given picture. Of course, the students should have been taught short story writing skills before the lesson.

Upon each skit, the teacher can pick another group to give feedback on it. The feedback from the fellow students should focus on not only the accuracy and fluency of language but also what they have learned about culture from the performance.

Finally, homework time. Every student will submit a short reflection on what they learned from beginning to end of the lesson.

← Reply



Erin Lynch (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 16, 2020

Hi Ting. I really appreciate you sharing your experiences as a student and a world traveler and for teaching us about the differences among people in your own culture. I think it's important to remember that while there are similarities among people from a culture, there can be regional differences, and individual differences. I know this is true here in the USA too. I have had the opportunity to travel quite a bit around this country and I can tell you that the customs, beliefs, food, and dress vary, sometimes quite a bit, depending on where you are.

← [Reply](#)



[Ting Tai Lui \(https://my.uclaextension.edu/courses/30870/users/128284\)](https://my.uclaextension.edu/courses/30870/users/128284)



Oct 17, 2020

Hi Erin

Thanks very much for sharing your ideas about cultural diversity in the US. I am sure the US is a great country that welcomes people of different religions, beliefs, ages, not just races. Joining this course, I can learn not only from the teacher and other students who have been exposed to different cultures.

Good day.

Ting

← [Reply](#)



[Erica Wahlgren \(https://my.uclaextension.edu/courses/30870/users/135386\)](https://my.uclaextension.edu/courses/30870/users/135386)



Oct 13, 2020

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

My perspective has definitely changed over time regarding culture and education. I went to a small, private Catholic school from kindergarten through 8th grade with the same class of 27 primarily white students. It was all I knew until I went to a public high school and was exposed to a far more diverse group of students, teachers, and educational material. It was a big change, but one that I welcomed. A very impactful thing I learned from my teachers when I was a student and that I have implemented as a teacher is the power of not knowing. Rather

than making assumptions or passing up an opportunity to learn, we can normalize saying “I don't know, let's find out”. This mentality leaves room for students to learn from their teacher, from each other, and for the teacher to learn from students and with students.

I think this mentality is incredibly important for me as a teacher because I have not experienced first hand what many of my students have. Rather than only teach what I have experienced, I can educate myself and learn from my students. I can leave room for them to teach me and for them to have a role in the selection of reading materials and activities.

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

My ethnicity, race, and culture influence who I am as a person and as an educator just as it shapes who my students are. In my classroom, I can share my personal experiences with my students to help foster an environment that is safe to share in and a space in which we can find commonality and celebrate differences.

2) In your own words, describe two different tangible tasks/activities that you can incorporate into your planning, leading, counseling and/or teaching to help students embrace their own Ethnicity and Race and Culture?

I like to incorporate a personal narrative assignment in my classes that allows students to share things that are important to them. I ask students to describe what “home” is for them. This assignment is specific enough that it provides some structure for students but broad enough that it doesn't limit them. Students share about their families, cultures, houses, apartments, cars, moves, and experiences which take many different shapes and forms. This is the first assignment I assign and so it gives me some insight into who my students are from the beginning of class and the things they value.

I also like to include an activity a few weeks into the class in which students share what readings they have liked (or disliked) so far and why. The discussion helps them develop ways to talk about reading and writing. I conclude the discussion by asking what kinds of readings they would like me to add. Students have requested things like shorter readings so they can experience more variety, bilingual texts, readings from specific authors, readings from specific places, and readings about certain topics. I then work to incorporate these into class. It gives them a sense of control over their education that is culturally inclusive. Rather than guessing what my students want/what would help them feel represented, I ask them directly once we have built our student/teacher relationship.

← [Reply](#)



[Luis Orozco \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/146922) (<https://my.uclaextension.edu/courses/30870/users/146922>)



Oct 13, 2020

Hi Erica!

I enjoyed reading your statement, "Rather than making assumptions or passing up an opportunity to learn, we can normalize saying 'I don't know, let's find out.'" I agree that not knowing and having the courage to learn and find out is seminal to our growth as people and to our understanding and acceptance of others. I am glad you have that philosophical approach, and I am hopeful that more people also think that way.

[← Reply](#)[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30870/users/147001\)](https://my.uclaextension.edu/courses/30870/users/147001)

Oct 16, 2020

Hi Erica,

I agree that teachers should educate themselves and learn from students. Teachers need to first examine their own cultural beliefs, values, and biases. I like your idea of a narrative assignment to better understand your students!

[← Reply](#)[Erin Lynch \(https://my.uclaextension.edu/courses/30870/users/147296\)](https://my.uclaextension.edu/courses/30870/users/147296)

Oct 13, 2020

Based on our readings, the lecture, and your professional experience as a student and as an education professional or as a parent, reflect on your own beliefs, perspectives and values related to culture and education.

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

My beliefs, perspective, and values related to culture and education have changed immensely over my life. I guess I would say that I went through a sort of evolution and hopefully I continue to learn and grow for the rest of my life. I had a fairly negative view of education growing up. I wasn't comfortable in the classroom and really didn't know how to make the most of my learning until I was in college. From an early age I felt uncomfortable in a classroom and felt intellectually and academically inferior to my classmates. I struggled to learn at times and had a high degree of anxiety. Later, in my early teen years I began to view education as something that was forced on me. I viewed it as an attempt to indoctrinate me and create a subservient citizen whose head was filled with propaganda and useless information. I came from a very

traditional family and while my mother believed girls should be educated she once told me the purpose of an education was to be a good conversationalist at my husband's business dinner. This didn't sit well with me and rather than play a game I wanted no part of, I rejected education almost completely. I graduated high school, but didn't have academic ambition beyond that. In my early twenties, I realized that without an education, my job prospects weren't what I had hoped. I also started meeting educated people I admired and decided to enroll in school. When it was on my terms, school became a wholly different experience. I loved learning. One of the first classes I took was a history class where we read *A People's History of the United States* by Howard Zinn. I was blown away. I had never read anything like it. I loved it. From there I took classes regularly at community college and eventually went on to get my B.A. in Psychology from UCLA, then a doctorate from the California School of Professional Psychology, and finally here I am pursuing a TESOL certificate. What changed for me was that I realized the power of a good education. I realized that opportunities opened up for me and that I was able to make better decisions because I had learned how to be a critical thinker. I think that when I was a child I learned differently than other children, and had a hard time digesting information when it was presented certain ways. I will be mindful of this when I am in the classroom. I will pay attention when students are struggling to see if they benefit from teaching the material in different ways. I will remember that a student sometimes needs to understand the reason for education in order to get that student to buy in.

I had a similar experience with culture. I grew up in two different parts of the country. For most of my life I lived in a suburb outside of Cincinnati. It was a homogenous community- white, middle class, Christian, heterosexual, and conservative. I also lived in a slightly more diverse community in the South Shore of Boston. I didn't really think too much about culture (mine or anyone else's). When I moved to Los Angeles in the early 1990s, it was a complete culture shock. First, I moved from a quiet little area with about 17,000 people to a huge metropolitan area with about 3.5 million people. And there were all kinds of people! I was overwhelmed, but within a short time I grew to love this diverse city. I made an effort to understand my own culture and heritage because up until then it was not something I thought much about and at the same time I made an effort to learn about different cultures, religions, philosophies, and ways of life. I read books, and broadened my social circle to include different types of people. I made an effort to pick classes where I knew I would be challenged and later to pick internships and jobs where I could work in a diverse environment. In recent years, I've noticed what seems like a backlash against cultural or racial identification. I've witnessed people denying that cultural or racial differences matter and an insistence that we all have the same opportunities regardless of our race, ethnicity, or gender and any disparity is a personal or even cultural failure rather than a systemic bias. I've wondered if I will come across this in a classroom or even with colleagues. I hope that I will address this as I have done in the past and advocate for my student(s) and have patience for those who have been misguided.

For the second half, respond to the following questions:

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

Over the course of my education and work experience, I've learned my whiteness is a "thing" in diverse settings. Coming from a predominantly white area this never occurred to me until I noticed it was happening. I've learned that people make assumptions about me that can benefit me, but also can get in the way. Some of the assumptions people have made before they got to know me are that I am smart, affluent, and honest, or that I'm untrustworthy, greedy, and immoral. I've learned that my experience as a white American woman raised in a Judeo-Christian community has informed how I view that world and that I need to remember that others may see the world differently. I think it is the same for my former clients and future students. They will be judged before they are known and their world view has also been shaped by their lived experience.

2) Consider ways to incorporate tasks or activities that are relevant to Ethnicity, Race and Culture into your classroom, office, learning center, etc to support and understand a person's identity.

In your own words, describe two different tangible tasks/activities that you can incorporate into your planning, leading, counseling and/or teaching to help students embrace their own Ethnicity and Race and Culture?

1. Create a wall space where students can display their family and talk about their culture. Students will post a picture or make a drawing of their families along with a paragraph about their family values and traditions. We would share them with the entire class.
2. Students will make a book about their culture. It can be specific to their family or about their culture in general. If they are from more than one culture, they will be encouraged to incorporate all cultures or pick the one(s) they identify most with. The book can include photographs, drawings, or other art work and will have information about what makes their culture special. We would share the books with the class and they would become part of the classroom library.

← [Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 13, 2020

Hello Erin, hope your day is going well. I have a question. Reflection on your struggles learning as a child and how you teach today, what is one trait you wish your instructors had to better assist you ?

← [Reply](#)



Erin Lynch (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 14, 2020

Hi Monta. I wish that one teacher would have tried to figure out why I was struggling and tell me I was capable. I don't remember a teacher ever talking to me or my parents about the disparity between my ability and my achievement. If they talked to my parents it was to put me in lower level classes or to tell them I was missing work. By high school I had a "bad attitude" and so I think the teachers thought I was lazy or incapable. I was behaved enough and my grades were good enough that it didn't warrant an intervention, but I largely felt ignored and unseen.

[← Reply](#)



Kelly H. Kim (<https://my.uclaextension.edu/courses/30870/users/146907>)

Oct 14, 2020

Erin,

Your idea to create a wall space for students to display their family and culture is brilliant. It's simple and easy but impactful. The part you shared about your mother's comment on the purpose of an education was so interesting. My father also once told me the way I look matter more than it would for my male colleague at my workplace. These statements are wrong but we all understand now that it's just the older generation's way of thinking. They must have been raised and taught themselves to have this view of life! I think these experiences remind us of the importance of good education, which I hope to provide for our next generation.

[← Reply](#)



Erin Lynch (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 16, 2020

Hi Kelly. Thanks for sharing your experience and feedback. I received a lot of those kinds of statements when I was younger and I think you're correct that it was my parent's generation passing on the same things they had been taught. They also gave me a lot of positive affirmations as well, but it's interesting that we tend to remember the not so helpful statements the most. I hope to remember this, chose my words carefully, and do better for my children and students.

[← Reply](#)



[Gabriela Miranda Laguna \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30870/users/142177) (<https://my.uclaextension.edu/courses/30870/users/142177>)

Oct 16, 2020



Hello Erin,

I loved when you said "I continue to learn and grow for the rest of my life." I agree 100%, I think the best way to live our life is to be updating and learning every day.

Congratulations on all your achievements, I believe that getting to do everything you did requires great courage. B.A. in Psychology from UCLA, then a doctorate from the California School of Professional Psychology, I am pretty sure you are going to be an excellent teacher.

I think we must be in constant movement and you have achieved it. Thank you for writing so much detail, I really enjoyed reading it.

Thank you for your ideas creating "a wall space" and "a book about their culture", both sound fascinating.

[← Reply](#)



[Erin Lynch](https://my.uclaextension.edu/courses/30870/users/147296) (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 16, 2020



Thank you Gabriela.

[← Reply](#)



[Aya Takeichi-Leitz](https://my.uclaextension.edu/courses/30870/users/147001) (<https://my.uclaextension.edu/courses/30870/users/147001>)

Oct 16, 2020



Hi Erin,

I like your idea of making a book about the student's culture. I would definitely incorporate a lot of beautiful pictures to make it fun! Also, a great idea to put them in a library, that would make your classroom culturally diverse as well.

[← Reply](#)



[Erin Lynch \(https://my.uclaextension.edu/courses/30870/users/147296\)](https://my.uclaextension.edu/courses/30870/users/147296)

Oct 17, 2020

Thanks Aya!

[← Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 13, 2020

hopefully I answered these questions correctly lol

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

This is a difficult question for me to answer since I am not a student. However, being an attendant at inner-city schools and a magnet school as a youth, I can speak of my experience as a student interacting with various instructors. Reflecting on my time in Jr. High and High school, there wasn't much consideration in making a class accommodating for the student. Call it old school, but the status quo was for a student to show up, learn the material, and get the passing grade. This system created many students' issues. Some students found the subject matter dull, which resulted in a student erupting with bad behavior, causing a problem for the instructor and fellow classmates. I believe part of this issue could be found based on the school's geographic area, which happens to be in the inner city. Schools in the inner city are depicted as having a high low success rate. This stigma may play a role in the effort from the institution and the teaching staff. Luckily, with the rise of awareness, things are gradually changing in today's teaching era.

However, instructors along my journey were able to take in what seemed like "dull" subject material and turn it into a lesson that strikes the students' interest. Also, an instructor's personality played a role in the class's direction, making them a likable figure, gaining the student's admiration, and bringing the best out of them in the class lesson. Notable architects of a class session, such as Mr. Venz (my music instructor), Ms. Johnson (my 7th grade English teacher), amongst other standout human beings, are examples of how one can break cultural barriers in making students feel comfortable in their classroom and also coexist amongst each.

Their inspiration along with my studies in cultural diversities will be a reflection showcased in my teaching. Aside from creating high quality lessons. Here are my strategies.....

1. Create unbiased in the classroom

2. Assess students' behavior, which assist in understanding students.
3. Make resonating topic that draws interest to the student
4. Making student-center learning, which will examine student's personality in scenarios outside of teacher-centered activities.

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

Students come from diverse backgrounds. As Ting mentioned, culture is the way of life, especially the general customs and beliefs of a particular group of people at a specific time. So, culture is apparently more than race. It pertains to religion, gender, and age, etc. The key concept to consider is that every student comes into the class with a struggle. Walking into the classroom is a struggle in itself. One initially isn't accustomed walking into a new setting amongst a group of different people. Engage in this scenario, anxiety struggles arise. Coming from struggle myself, I believe this element will help me in resonating with the student. It is essential to make them aware that this is a team effort and we will get through this challenge together, because at the end of the day, no matter where we come from, we all want to get better. Making students understand this helps in building the relationship and understanding one another.

2) Consider ways to incorporate tasks or activities that are relevant to Ethnicity, Race and Culture into your classroom, office, learning center, etc to support and understand a person's identity.

In your own words, describe two different tangible tasks/activities that you can incorporate into your planning, leading, counseling and/or teaching to help students embrace their own Ethnicity and Race and Culture?

Two activities I will be sure to use in my class are

1. Sometimes I learned in my Method of teaching class. Interpersonal and Intrapersonal intelligence strategies. Interpersonal focuses on understanding another person's moods and emotions, which is revealed through group work and pair work. Intrapersonal is to understand one's self, which is discovered through journal writing, debates, and storytelling.
2. Role Playing is another concept to consider in the class lesson. This strategy allows students to embrace their culture, while also learning of other cultures from their fellow classmates.

← Reply



[Luis Orozco \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/146922) (<https://my.uclaextension.edu/courses/30870/users/146922>)



Oct 13, 2020

Hi Monta!

Your statement, "Some students found the subject matter dull, which resulted in a student erupting with bad behavior" spoke to me. I also find that when students can relate to the class material and see a practical use for it in their lives, whether in the present or the future, students are more engaged and there is less of a need to "act out." It is unfortunate that, many times, teachers will blame students and castigate them without simply getting to know them or asking what is happening in their lives to make them behave in that manner. I am glad there are teachers like Ms. Venz and Ms. Johnson, who take pride in their students and inspire them.

[← Reply](#)**Monta Wiley** (<https://my.uclaextension.edu/courses/30870/users/126624>)

Oct 13, 2020

Hey Luis, I hope your day is going well. Many instructors back then that I have experienced had a one-track disciplinary mind that focused solely on the job teaching the subject. As you mentioned, the problem with this approach was instructors would castigate students because they couldn't adapt to their "classroom law". There is no self-evaluation made by the instructor to create a convenient learning experience for the student and make their role less stressful.

[← Reply](#)**Erica Wahlgren** (<https://my.uclaextension.edu/courses/30870/users/135386>)

Oct 15, 2020

Hi Monta,

You made such an excellent statement about assessing students' behavior as a means of understanding them rather than as a direct path to punishment or critique. When I taught at CSUSM, I had a diverse group of students. Some were former/current foster youth, some were working full time, some were the first in their family to go to college, etc. What I emphasized early on in my class is that I recognize them as people not just students, and asked them to also remember that I am a human and not just a teacher. We all have lives and challenges that go beyond the classroom.

Whenever I had a student miss a few days of class without notifying me, drastic change in performance, personal challenges reflected in their writing, and so on my first step would

always be to reach out and ask if they were ok and if they needed any support from me or student resources. My students shared with me that they felt supported as people and therefore ended up getting back on track academically.

-Erica

← Reply



<https://my.uclaextension.edu/courses/30870/users/146922>

Oct 13, 2020

I grew up in a working-class, Latinx community in Los Angeles. As such, I did not always have access to the best public schools. That said, I am glad I found my way into honors and AP classes in high school that challenged me and made me realize that I could become a college-ready student. However, this also made me realize the huge disparities that exist between the type of education students in honors and AP classes receive versus the type of education students in regular classes receive. It was clear that the best teachers were reserved for the honors and AP students, creating an unequal education system even within a school where almost all students came from working-class backgrounds. Additionally, I remember reading mostly novels written by white straight men, with only a few short stories or a novel written by a person of color (again, usually male) added in to diversify the curriculum. Because of that, I strive to provide my students with challenging readings (written by a breath of authors and theorists who are gay, straight, working-class, middle-class, women, men, queer, Black, Latinx, etc.) so that my students can feel recognized, validated, and empowered by the curriculum. Given all of that, I am happy to acknowledge that I don't know everything about every cultural group in America, little less the world, and I continue to grow and broaden my knowledge of other groups of people through reading, travel, and interactions with others.

I am Mexican-American, and I teach at a community college comprised of a student body that is 75% Latinx. In addition to that, 70% of students used to receive the BOG waiver, which is awarded to students from the lowest socio-economic levels, before the college made the first year of college free for students. In effect, I share many similarities with my students, and I volunteer my own experiences when they help create a shared sense of culture and community. I also try to be keenly aware of the types of readings and essay topics that will resonate with students, challenge them, and inspire them to want to write.

One activity that I have students do during the first two weeks of the semester is based on Dr. Laura Rendón's *Sentipensante Pedagogy*. I incorporate Dr. Rendón's "Cajita Project" in my classes, where I have students add personal artifacts that represent their backgrounds in a box, and then I have them present their cajitas (boxes) to the entire class during the second week of the semester. In doing so, I want students to feel validated, notice and respect each

other's cultures, identities, and histories, and realize that everyone has something valuable to contribute during class because of her/his/their rich backgrounds. Now that I am teaching on Zoom, I am thinking of having students make a digital cajita by having them create a webpage where they can incorporate images, video, and text in a similar effect.

One new activity that I want to incorporate in my teaching, to showcase the culture of my students, is to have students choose one writer or author who reflects their cultural background but who has not been covered in any of the class readings. In this manner, students can have some agency in the curriculum, teach others, and feel even more pride in their culture.

Edited by [Luis Orozco \(https://my.uclaextension.edu/courses/30870/users/146922\)](https://my.uclaextension.edu/courses/30870/users/146922) on Oct 13 at 7:30pm

[← Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 13, 2020

Luis, your sector sharing the separation of AP class and regular class, brought many thoughts in my mind. I believe the establishment of these programs that you describe while motivating to some such as yourself may also create discouragement amongst other students who aren't at the prestigious AP/Honors ranks level. This could be an example of exposing unbalanced equality in the learning facility. We had something similar in middle school that I attended, which created friction between students.

Your ideas of teaching create a sense of unity amongst the class. While some students may have a high level of comprehension of the information that others, it is crucial that instructors create a team atmosphere that allows all to learn the subject material and each other.

[← Reply](#)



[Luis Orozco \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/146922\)](https://my.uclaextension.edu/courses/30870/users/146922)

Oct 14, 2020

Thank you for your comment, Monta!

[← Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30870/users/148617\)](https://my.uclaextension.edu/courses/30870/users/148617)

Oct 14, 2020

I really like the idea of choosing an author or writer who reflects a cultural background. This would be interesting as a teacher but also as a student. I'd be interested to see who they'd choose and why. This seems like a very stimulating activity and it goes above the normal, "who do you connect with and why?". I'd like to do something like this....who would I choose??

← [Reply](#)



[Luis Orozco \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/146922) (https://my.uclaextension.edu/courses/30870/users/146922)

Oct 14, 2020

Melissa, nice to "see" you again! Thank you for your kind words, and I appreciate that you are already thinking of incorporating that activity into your classroom!

Edited by [Luis Orozco](https://my.uclaextension.edu/courses/30870/users/146922) (https://my.uclaextension.edu/courses/30870/users/146922) on Oct 14 at 4:26pm

← [Reply](#)



[Kelly H. Kim](https://my.uclaextension.edu/courses/30870/users/146907) (https://my.uclaextension.edu/courses/30870/users/146907)

Oct 14, 2020

Luis,

Thanks for sharing your story. I enjoyed reading your post. I would like to quickly comment on the two class activities you mentioned. I like the fact that your assignment is intended to let students to feel 'validated, notice and respect each other's cultures, identities, and histories' and also to make them 'realize that everyone has something valuable to contribute.' Giving your students the confidence to be who they are in your class is so important. Your second activity of choosing an author is somewhat similar to my idea of asking them to choose an individual they consider culturally representative. I was thinking of a pop star, a president or a historic figure for my (imaginary) class to pick for the assignment but focusing on an author is also a great idea.

Edited by [Kelly H. Kim](https://my.uclaextension.edu/courses/30870/users/146907) (https://my.uclaextension.edu/courses/30870/users/146907) on Oct 14 at 7:01am

← [Reply](#)



[Luis Orozco \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/146922) (https://my.uclaextension.edu/courses/30870/users/146922)

Oct 14, 2020

Kelly, I like your suggestion!

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/30870/users/135934\)](https://my.uclaextension.edu/courses/30870/users/135934)

Oct 16, 2020

Hi Luis,

I really loved your activities. I think the idea of having students in an online learning environment make websites as a sort of digital cajita is brilliant. I've been struggling to think of how I could incorporate some of the ideas we've been discussing into an online system and I think that idea is really great way of doing so.

I also think the project of choosing an author from their cultural background is a great way of letting students share their culture but also remind people who often don't get to see themselves included in the traditionally homogenous group of great men that people from their backgrounds and cultures are also doing great things.

[← Reply](#)



[Kelly H. Kim \(https://my.uclaextension.edu/courses/30870/users/146907\)](https://my.uclaextension.edu/courses/30870/users/146907)

Oct 14, 2020

Since I am not a teacher or a parent yet, I will have to answer these questions by sharing my some of my experience as a *former* student looking back at my old days in school.

I was born and raised in Korea until I moved to Vancouver, Canada at the age of 13. Growing up in Seoul, Korea's capital city back in the 90's meant being exposed to immense pressure to be successful academically at a very young age. The society encouraged competition among students and convinced that the only way to succeed in life is to get the top scores in school exams and be accepted into the prestigious colleges. As kids started attending elementary schools, it was a norm for parents to hire private tutors to fill up their weekly calendars. These tutors teach everything from math, English, science, history to music like piano or violin. There were a lot of private institutions to offer group tutors as well. I remember my days were also full of learning. Because students were evaluated by their results more than their progress or potentials, I was always very focused on winning. My goal was to be the top of my class in exams, assignments, group projects, and contests. When my parents realized how toxic it is to raise their kids in the highly competitive and intense learning environment, they brought us over to Canada and I eventually went to a college in the USA.

The transition from Korea to Canada was not that easy. It was a huge culture shock for me. Having to learn English was one thing but Canada's education system and the western culture I was thrown into were all very new. Educational system seemed to be designed so that it's focused on teaching us how to enjoy the process of learning. Teachers complimented the

students for their improvement rather than applauding only those who got the perfect scores in the class. Most importantly, I was exposed to the multiculturalism for the very first time. This was a concept I never had to think of when I lived in Korea, a very homogeneous society. I remember having group discussions to share my thoughts on social issues around cultures and diversity. Our school also had events dedicated to recognizing and celebrating different cultures which helped me familiarizing with cultures that were new to me. Through these interactions I had in and outside of the classrooms, I learned the concept of inclusion and the value of diversity.

As my own experience speaks for itself, the direction and the focus of an educational system have a tremendous impact on the students. I believe education shapes students' perspectives and attitudes towards life as it did for me. Teachers should create a safe environment for the students to learn and explore ideas with no fear of being discriminated or left out. By imbedding it into the curriculum, the modern educators should also encourage critical thinking in classrooms as it's an important skill for students in real life.

SECOND HALF:

I realized that my ethnicity, race, and culture often work as easy predictors for others to assume who I am. In workplaces, I have experienced being perceived as a stereo typical Asian American woman even before any direct interaction. It is not a great feeling even when those stereo types can be advantageous to me. Especially at work, such situation often put me in the position of having to correct their bias and misconception of who I am before we can dive into the initial topic of the conversation I originally intended to have. Rather than simply going off of my ethnicity, race and culture, I hope they can see my unique self based on my personality, capabilities and personal traits. I will strive to do the same for my students. While embracing and respecting their ethnicity, race and culture, I will remember to uphold them for who they are so they can feel valued and recognized in their learning space.

ACTIVITY IDEAS:

1. Each student will think of a public figure that they consider best represent their cultures. It can be anyone from a historic figure, politician, sports player, or a celebrity. They will do a research about that person and create a short presentation slides to summarize their findings along with why they picked this person to be culturally representative. Everyone in the class will take turn to present their slides and share comments as a group.
2. Students will be given several choices of short articles published by the mainstream news media. They will choose one each to read and highlight words and phrases used in the article to describe or indicate an ethnicity, race or culture. They will be put into small groups to share their findings with their classmates. The follow up exercise will be to pick one of the words/expressions they found that uses a expression that is either biased or discriminatory. As a group, the students can suggest alternative expressions to replace the selected part of the article to make it more neutral and inclusive.

Edited by [Kelly H. Kim \(https://my.uclaextension.edu/courses/30870/users/146907\)](https://my.uclaextension.edu/courses/30870/users/146907) on Oct 14 at 6:51am

← [Reply](#)



[Erica Wahlgren \(https://my.uclaextension.edu/courses/30870/users/135386\)](https://my.uclaextension.edu/courses/30870/users/135386)

Oct 15, 2020

Hi Kelly,

Thanks for sharing your experiences! You addressed so many important factors regarding culture and education. What really resonated with me was your statement that schools and the education system do have a significant impact on students as they develop their perspective, values, and sense of self. It is so important for us as teachers to provide a supportive and inclusive environment.

Both of the activities you suggested are great! In the first, students will have the opportunity to learn about so many different people and cultures from their fellow classmates while also getting to share someone/something that is important to them. The second assignment is a great way to teach students about bias in writing, particularly in the news, and to share how that impacts the writing and message from an analytical and academic perspective in addition to an emotional and personal one.

-Erica

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/30870/users/153411\)](https://my.uclaextension.edu/courses/30870/users/153411)

Oct 17, 2020

Hi Kelly,

What an amazing journey you had! Like what Erica said, I think that education can make a large impact on the students. They might be thrown into another culture that they are not familiar with and having a class where they can feel supported would help them to adjust. I have also had instances where people expect a lot from me based on stereotypes, so I think it's beautiful how you talked about being recognized for simply being you. I also especially liked the first activity that you listed. Students can understand more about figureheads of other countries and how they influenced the culture historically and/or politically. I think this would encourage students to feel proud of their background and be well-informed of others.

← [Reply](#)



[Geronima Garcia \(https://my.uclaextension.edu/courses/30870/users/130244\)](https://my.uclaextension.edu/courses/30870/users/130244)

Oct 18, 2020



Hi Kelly,

I appreciate so many aspects of your response, specifically, "As my own experience speaks for itself, the direction and the focus of an educational system have a tremendous impact on the students. I believe education shapes students' perspectives and attitudes towards life as it did for me. Teachers should create a safe environment for the students to learn and explore ideas with no fear of being discriminated or left out." Your experience resonates with me not because I came from an academic school environment, but because I teach and have taught in such environments. It is so mentally taxing and emotionally damaging for students to maintain such a high level of academic achievement and competitiveness. I am a person who is deeply curious and I find that this competitive ideology generally results in students working hard to earn grades, instead of working towards understanding or on account of intellectual curiosity. Despite working in a very competitive school district, I am lucky to work in a middle school where we don't have "advanced" or "honors" courses. Instead students learn in mixed classrooms with learners of all kinds. We get lots of parent complaints at the beginning of the year when they realize there is no GATE differentiation and it is really challenging to teach students at all levels, but what students get from this experience is so much more than grades. When students are clustered by ability it creates the illusion that intelligence is stagnant and that if you're an average kid or an advanced learner, it will always be that way. However, when students interact with people of diverse abilities they can grow academically, but also as people. I love when I see what would be honors students lead by example, support their classmates, and demonstrate patience and empathy towards students in our community who have special needs or limited language abilities. Thank you for sharing and helping me reflect on my own experiences.

[← Reply](#)

○



[Gabriela Miranda Laguna \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/30870/users/142177\)](https://my.uclaextension.edu/courses/30870/users/142177)

Oct 15, 2020



I will use these lectures and videos to create rules and procedures to implement in my future classroom.

When I arrived in LA I was amazed at the multiculturalism found everywhere. My context has changed over time. Here, in California, anyone can talk with people from all over the world, you can meet different races, religions, and customs. In my country, Chile, this process is just

beginning to be understood. I do not know if it is because we are very far from the rest of the world or we are still a very small country, but the population is still quite homogeneous. Understanding these concepts makes me be at the forefront to be able to teach thinking in multiculturalism, and start appreciates diversity.

I believe that ethnicity itself plays an important role in a group of students. I am pretty sure they will feel more comfortable and relaxed with someone who knows their culture, so it is vital that when we facing each other in the classroom, the teacher can demonstrate knowledge of many customs, religions, and races to know how to feel comfortable with their students. students.

In this way, it seems to me that it is healthy to incorporate tasks and activities relevant to different ethnicity, races, and cultures to make feel good to students feel good and to increase in them more knowledge about multiculturalism.

Along these lines, they are going to be educated regarding these issues and in the future, it will not seem striking or impressive to be involved with different cultures as if it could seem to us to many people raised in my time for example.

I wish to be able to offer appropriate guidance to my future science students, to benefit them in the best possible way.

One way to incorporate multiculturalism into the classroom is to greet each day differently, depending on the countries where the students come from or their families. So we could all know how he feels more comfortable greeting each classmate.

Another way is to be able to play games or do some activities that are related to each student. Each student could tell us something about them and teach us something that they believe that we do not know. These kinds of activities will enrich and develop the classroom even more.

← [Reply](#)



Erin Lynch (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 16, 2020



Hi Gabriela! I really like your idea about greeting each other so you and the entire class can learn more about each learner and create an inclusive atmosphere. I too came from an area that was homogenous, and when I got to Los Angeles I learned so much from all the different people whose races, cultures, religions, ideologies, philosophies, etc., were different than mine. It's been an invaluable learning experience.

← [Reply](#)



Oct 16, 2020

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

My perspectives have changed over time. I am Japanese. I was born and raised in Japan. Most people I interacted with both at work and in life were Japanese, except for occasional non-Japanese tourists and my English teachers at a language school. The crime rate in Japan is very low, and I was surrounded by decent, polite Japanese people who are well educated. I decided to move to the United States in 2006. So what happened to me? I was the majority in Japan. Now in the US, I, myself, am a minority! All of a sudden, what I thought was “common sense” did not apply to people with different backgrounds...

Since I moved here in the US, I've been working for a Japanese Asset Management Company in New York City as a global trade settlement administrator. Now I work with various cultural, racial, and ethnic groups. Just take a quick look at my work, I am Japanese and I work in New York City, NY with colleagues who are American, Japanese, Indian, Australian, etc. Working with people who have different backgrounds give me a wide range of perspectives. To be successful in this diverse workplace, we must have a mutual understanding to cooperate. It's not that our cultures are superior, or other cultures are wrong. We should respect other cultures and learn to properly function in multiple cultural groups and organizations. We socialize to further understand different perspectives in their culture which helps dispel negative stereotypes about a different culture. Cultural diversity will broaden our horizons and encourage us to embrace different cultures and traditions. A cross-cultural exchange will make people more tolerant and open-minded toward other people with different sets of values. Finally, cultural diversity makes the country a more interesting place. People from all over the world have different languages, different ways of thinking, and we can learn a lot from each other. Everyone can make a unique and positive contribution by their own various cultural ideas, and those differences should be recognized and respected.

Understanding, recognition, and development are the practices I would like to focus on. I will believe in students' ability, develop confidence, and educates them to develop their potentials to aim for higher goals. I will be a life-long learner, willing to adapt to change, and collaborate with others.

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

In multicultural education, educators should have the ability to celebrate diversity. Teachers need to first examine their own cultural beliefs, values, and biases. Then they are ready to begin to learn about other cultures to be familiar with student's values, traditions, communication styles, learning preferences, and contributions to society.

I am hoping to teach English at the beginner level in Japan. I will share my tips on learning English as a native Japanese. Growing up and studied English in Japan, I understand where students get confused, and I should be able to clarify effectively. I especially believe those beginner students should have a warm and welcoming environment to keep them coming back to classes. I recognize Japanese culture, and I will assess as much as possible to provide high-quality classes. I want to lead students to start speaking English in a relaxed and friendly manner so they can comfortably and gradually make progress to move up to the intermediate and the advanced level. For example, many Japanese learners are shy to speak up in a big group. So I will discuss if the students prefer a small group setting. Also, in my own classroom, I might put seasonal décor like Halloween, U.S. Holidays, etc.

2) Consider ways to incorporate tasks or activities that are relevant to Ethnicity, Race and Culture into your classroom, office, learning center, etc to support and understand a person's identity.

Two strategies that I want to incorporate into my class are to create a classroom with culturally diverse décor and to figure out the best grouping. In my own classroom in Japan to teach English, I might put seasonal décor like Halloween, U.S. Holidays, etc. I used to go to a language school to learn English in Japan when I was a kid, and I remember I really liked teachers let us students decorate for a seasonal event like Halloween. Also, I liked it when the teacher let us do the mini cooking, like making a huge submarine sandwich! In Japan, those big sandwiches or a big portion of food are rare and considered it unhealthy, and just too much (I must agree though!). For me at that time, anything that big was only in the textbook. So as a kid, I really had fun preparing a big meal like in the US. As for grouping, I will ask what is the most comfortable setting. Do students like working alone, in pairs, or small groups? I understand that many Japanese people are too shy to speak up in a big group. I will try to create a welcoming environment for students.

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/30870/users/147686\)](https://my.uclaextension.edu/courses/30870/users/147686)

Oct 17, 2020

Hi Aya, "In multicultural education, educators should have the ability to celebrate diversity. Teachers need to first examine their own cultural beliefs, values, and biases. Then they are ready to begin to learn about other cultures to be familiar with student's values, traditions, communication styles, learning preferences, and contributions to society." Such

a good statement made to make the point very clear! I appreciate how you said teachers need to know and examine their own first before they can begin to learn about others!

← [Reply](#)



[Shuo Niu \(https://my.uclaextension.edu/courses/30870/users/139757\)](https://my.uclaextension.edu/courses/30870/users/139757)



Nov 19, 2020

Hello Aya:

Thank you for your post!

I could totally relate to your experience! I was born and raised in China. And in 2012, I had come to the USA for college. The environment is so different and the culture is completely different too. I had made a lot of effort to get used to the environment while experiencing culture shock. Now that after 8 years, I come back to China...and need to get used to the environment all over again. Luckily, only 8 years doesn't really make me completely strange with the environment :)

Shuo

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/30870/users/135934\)](https://my.uclaextension.edu/courses/30870/users/135934)



Oct 16, 2020

Based on our readings, the lecture, and your professional experience as a student and as an education professional or as a parent, reflect on your own beliefs, perspectives and values related to culture and education.

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

My family moved around a lot growing up as a child I was exposed to many different cultures within the United States. This early exposure to different cultures I think helped me develop an ability to find commonality across cultures and also increased my awareness of how big things that seem small and obvious are. For example when I was in Los Angeles as a middle schooler I generally was expected to call adults by their first name in most situations (at this point the adults were mostly my friends' parents and my parents' friends but some teachers as well). That was part of the culture of the area I was in, as a thirteen year old I was expected to

be entering adult society and acting and seeing myself as an adult and a closer to a peer to the adults in my life. When I then moved to Florida, it was considered disrespectful for me to call adults by only their first name. Everyone was Mr. or Mrs. and I was generally considered to be a very rude person because of this cultural change I had not expected. That experience has stayed with me and even as an adult I still find myself stumbling over trying to figure out what the correct, polite way of referring to someone is. So from that experience I think I can understand a little how my students from different cultural backgrounds not only might not understand what is and is not expected from there new culture but how the effects of people's reactions to their missteps can linger even after it should no longer be an issue.

For the second half, respond to the following questions:

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

When we learn about cultures from books we generally learn a distilled cleaned up story of what that means and often miss the ways that cultures are messy and contradictory and how people navigate that as they live with their culture. I hope that through personal stories I can share how culture shapes my life. And I hope my students will feel free to share their experiences and the fullness of their culture with myself and the rest of the class. So we can all learn more about each other and come to see the ways we aren't so different as we all deal with similar problems as well as the different ways various cultures have come to face those problems and through exposure we can learn to appreciate those different approaches.

2) Consider ways to incorporate tasks or activities that are relevant to Ethnicity, Race and Culture into your classroom, office, learning center, etc to support and understand a person's identity.

In your own words, describe two different tangible tasks/activities that you can incorporate into your planning, leading, counseling and/or teaching to help students embrace their own Ethnicity and Race and Culture?

I would invite my students to bring in a photograph that is important to them into class to talk about. That way I could learn about what they think is important and why.

I would ask my students to think of a myth or folktale from their culture and tell the class about that story or character.

[← Reply](#)



Michelle Akamine (<https://my.uclaextension.edu/courses/30870/users/153411>)

Oct 17, 2020

Hi Caitlin,

I like how you talked about regional differences when addressing other people. I think it shows that even within a country there can be challenges trying to adjust. I also really liked this part "So we can all learn more about each other and come to see the ways we aren't so different as we all deal with similar problems as well as the different ways various cultures have come to face those problems and through exposure we can learn to appreciate those different approaches." Being culturally aware can help get rid of barriers. By the way, the way that people address others older than them (by more than just a few years) in Hawaii is aunty and uncle, even if they are not related. I think part of the reason for that is it gives a sense of closeness.

← [Reply](#)



[Shuo Niu \(https://my.uclaextension.edu/courses/30870/users/139757\)](https://my.uclaextension.edu/courses/30870/users/139757)

Nov 19, 2020

Hello Caitlin:

Thank you for your post. I love the idea of you to think of a myth or folktale from their culture. I think myths and folktales are great ways to actually learn about this certain culture. You can know what the history and culture values from a long time ago. I would definitely remember this method and use it in my future career!

Shuo

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/30870/users/153411\)](https://my.uclaextension.edu/courses/30870/users/153411)

Oct 17, 2020

Have your perspectives changed over time? Why? What have you witnessed since your own years as a student and/or educator? What will you do as a result? Share your ideas.

My perspectives have definitely changed over time as I got more exposure to different kinds of people. While I grew up here in Los Angeles, I attended a public Japanese Immersion Elementary School where majority of the students in my classes were of Japanese descent, like myself. Because of the focus on Japanese language, I was exposed to Japanese culture and could learn a lot about my background. As a fourth-generation Japanese-American, the language of my household is English. Learning math, science, and history in a language that I did not speak at home was challenging and I struggled to understand why it was necessary. It was only after I went to Japan on a short exchange when I was finally able to appreciate the

culture. I was able to meet more people with more diverse backgrounds (all subjects were taught in English) in middle and high school. This was the first time I truly feel like I lived in a multicultural country and be proud of it. But perhaps the most diverse class I had was my Japanese class when I was studying abroad. Unlike my JFL (Japanese as a Foreign Language) experience, my JSL (Japanese as a Second Language) class had people from around the world. Teachers encouraged us to think about how Japanese culture differed from our own and share it with the class. Through this, I was able to learn about other cultures and customs that I was not familiar with and reflect my own. As a future educator, I believe that recognizing differences is the first step students can take towards acceptance. I hope to provide opportunities for students to speak about their backgrounds to gain awareness and strive to become global citizens.

For the second half, respond to the following questions:

1) What role does your own Ethnicity, Race and Culture play in your classroom/office? What role does your student's own Ethnicity, Race and Culture play in your classroom/office?

As an Asian-American, I had many instances where I felt like a foreigner. In America, I've been asked countless times "where are you from?" which really just translates to "where do your ancestors come from?". In Japan, I have been looked down upon for not understanding what is being asked since my appearance is Japanese. From these experiences, I try not to make any judgements based on looks but get to know people by their character and personality. I hope for my students to understand that there is more to a person than looks. I would like them to learn more about each other and build a connection deeper than outward appearance. In the process, they can come to understand more about ethnicities, races, and cultures that are different from their own.

2) In your own words, describe two different tangible tasks/activities that you can incorporate into your planning, leading, counseling and/or teaching to help students embrace their own Ethnicity and Race and Culture?

Two activities that I would like to incorporate into my lessons are:

1. Students will create an identity text where they tell a story related to their identity incorporating images, hand-drawn pictures, etc. They would share this with the class and, if possible, I would showcase it somewhere in the classroom.
2. Each student will select a holiday celebrated in their country and share it with the class. They can bring photos and objects that are used and talk about why they celebrated and what sort of activities they do. Even for countries with the same holiday, it could be celebrated differently.

Edited by [Michelle Akamine \(https://my.uclaextension.edu/courses/30870/users/153411\)](https://my.uclaextension.edu/courses/30870/users/153411) on Oct 17 at 12:30am

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/30870/users/147686\)](https://my.uclaextension.edu/courses/30870/users/147686)

Oct 17, 2020

Hello, I like how you thought of incorporating hand-drawn pictures because that really express who they are. Creating art is a great way to express one's self. And also sharing holidays celebrated in different countries could be a very fun activity as well! I can see so many students sharing their own unique traditions and learning from one another! Nice meeting you Michelle.

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/30870/users/147686\)](https://my.uclaextension.edu/courses/30870/users/147686)

Oct 17, 2020

I believe that culture and education are interrelated, and they co-inhere with one another because culture derives from a group of people and culture is for people. Education also is for and from people. It's both learning and observing in your life. By being in the educational system over 20 years, my perspective of culture and education is that the more culture you are exposed to, the broader it gets in your learning and experience.

My perspective did not change much over time because institutional education stayed the same and history is being repeated as you can see there's still a lot of struggles and what's happening in our society today. I don't think time changes what needs to be changed. It is a matter of people being aware and awakened of what kind of education we have in our society. On the positive note, I really appreciated the reading of *Welcome All Students to Room 202* and the videos we got to watch. It changed my view of education and culture, how when you are culturally aware and responsive to your students, it changes the dynamic of the teachers and the students. From now, I would like to focus more culturally to see the needs of my future students.

When people think of Asian Americans, they think that we are very educated and polite. One of the stereotypes is that Asians are good at math. In some ways it is true because we start learning numbers from a very young age. But it's different from every family. It really comes down to getting to know individuals one by one. You really don't know who the person is and

where they come from unless you get to know their background. When I say background, I'm not just saying their race and ethnicity but more of how they grow up. What kind of families they have and the traditions that they grow up in. I don't have a professional experience of teaching yet, but I have taught English as a tutor in Korea. I realized that because of the technology and the media today even with a one race culture here in Korea are aware of different cultures, and they're interested and open to learn about others. I try to teach them both sides of races and ethnicity.

In my own class, I would like to incorporate two activities that I came up with called Just As I am and Rise and Shine. I want my students to be proud of who they are and really own their identity. An activity called "Just As I am" is when you are going to create a digital poster with five pictures with descriptions of when you are at home and with families, pictures that teachers and classmates don't get to see in class. And students will get to describe what makes you who you are. The other activity I would like to incorporate is "Rise and Shine". I wanted to come up with activities to help students really embrace their backgrounds and culture. Rise and Shine is where you are going to pair in twos and threes and share with each other of your background and culture. After that you are going to stand up and share your stories of your own with the classroom. In the future, I want to take more time and develop my plans to enhance my learning and teaching of how to make my students feel like they're at home. From this week, I really learned that it is critical in education to create an environment where students feel welcomed, accepted, and valued as individuals for their learning and academic achievement.

← [Reply](#)



[https://](https://my.uclaextension.edu/courses/30870/users/130244)

[Geronima Garcia \(https://my.uclaextension.edu/courses/30870/users/130244\)](https://my.uclaextension.edu/courses/30870/users/130244)

Oct 17, 2020

My childhood was quite a contradictory experience as I was raised in a strictly Spanish speaking home by a Guatemalan mother in a low income, Mexican-American community. In elementary school I was taught by all women, primarily middle class, Caucasian women. Conversely, my mom cleaned houses and my family did not have a car or own a home. Luckily, my English was impeccable and in a low income community, I became one of the chosen ones. I was GATE identified, played an instrument, sang in the school choir, participated in Girl Scouts, and enjoyed all the benefits of being "smart." My teachers recommended me for enrichment opportunities such as Future Scientists and Engineers, as well as college outreach programs. I was encouraged to read more challenging books and even had a weekly GATE pull out period where special teachers took us on field trips, taught

us SAT words, and had us play brain games. More than anything at that age and in middle school, I saw myself as other than my community; I associated my success and opportunities with being deeply Americanized. It wasn't until I was in high school that I started to gain appreciation for the value of my mother's immigrant experience and the weight of the sacrifices made by people like her. The more I observed the people around me, not just my teachers, the more I began to take part in my Latino heritage. I started to use school as a means to become connected to that identity; I made new friends, practiced my Spanish regularly and took courses in advanced Spanish, Spanish Literature, and Chicano studies. In college I was able to visit Guatemala and this helped continue the evolution of my beliefs and perspectives regarding culture and education. As a result, I am now more cognizant of all students, not just the "smart" ones or the ones I can relate to. In fact, the more I teach, the more I like working with struggling learners and even rebellious personalities

Ethnicity, race, and culture play a significant role in my classroom. My students come from various countries and cultures. They speak numerous languages and are developing their individual identities as bicultural or multicultural first generation Americans. I see myself in many of them and want to foster in them an appreciation for their culture at a much earlier age than I found mine. In many ways, I think it helps that my own multicultural identity is evident in my dark hair, brown eyes, tan skin, and my last name. My school has mostly Caucasian teachers and I think it is really empowering for students when they see someone who looks "other" or speaks another language, just like they do.

To help students embrace their own ethnicity, race, and culture I can choose texts that are representative of the identities of my students. By incorporating literature from authors of diverse backgrounds or articles about diverse populations, students can begin to see themselves embedded in the curriculum. In addition, I can give them opportunities to learn and share about their backgrounds, as well as learn about others. One assignment my department has worked on over the last few years is called the Heritage Project. In our assignment, we have students explore their family tree, interview a relative, and even learn to prepare a recipe from their culture or family traditions. The anchor text we use in this assignment is called, *Funny in Farsi*, and it explores the experiences of a young woman who struggles and learns to live both her Persian and American identity. Seeing this struggle reflected in a text, and having the opportunity to tie culture, heritage, and race to their education gives my students a lot of pride and creates community within our learning space.

← Reply



[Grace Shin \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30870/users/137566) (https://my.uclaextension.edu/courses/30870/users/137566)

Oct 18, 2020



Hey Geronima,

I also agree with you about choosing "texts that are representative of the identities of my students." This is such a crucial way to encourage both reading literature and self-realization, through analysis and comprehension. I love your Heritage Project. I would love to do an assignment like this. I believe these kind of projects make learning more meaningful.

I have never read Funny in Farsi and will definitely put that on my list!

← Reply



<https://my.uclaextension.edu/courses/30870/users/137566>

Oct 17, 2020

Overall, I would state that my perspectives have definitely changed over time. As a student who grew up in a community where it was a strong concentrated population of Koreans, I felt that I was very sheltered and did not know much about other cultures. I felt that I was very narrow minded and did not value or know other cultures. I did not have much opportunity to share and explore different ideas, ways of living, and languages other than Korean. As an educator who studied her MA in culturally and linguistically sustaining teaching, I've done a lot of research and have spoken to more people of diverse backgrounds. I will continue to expand my community of friends, coworkers, and acquaintances through reading and talking with others.

1. My own ethnicity, as a Korean-American really plays a big role in myself identity as both a teacher and individual. When I think about how my parents immigrated and their struggles really relates to how many of my students have families who have immigrated from Mexico. It helps me relate to their understanding and position of how their parents go through so much to sustain and support their families, both financially and emotionally. I think about incorporating certain articles and questions that require critical thinking in the classroom so students can think and reflect about their own ethnicity, culture, and race. Incorporating relevant texts and readings is very important and crucial.

← Reply



<https://my.uclaextension.edu/courses/30870/users/147480>

Oct 18, 2020

As I read everyone's responses to the discussion board, I'm learning that no matter who you are and where you come from, there is always room to grow in terms of cultural perspective. I think many of us experience a sheltered upbringing and become "narrow-

mind" simply by having limited exposure to outside cultures. Some people come from a predominantly Christian/Catholic Caucasian population while some come from a predominantly Asian population. Blessed are those who experienced a wide variety of cultures in their upbringing.

I think simply reading your story can make a small impact. This impact spreads to other people I connect with. People change people.

← [Reply](#)



<https://my.uclaextension.edu/courses/30870/users/147480>

Oct 18, 2020

I've always felt that my experience in education was mostly Eurocentric. This was odd, considering that the majority of students in my school were people of color. Whenever we learned about other cultures, it was mostly from a Western point of view, often "othering" people as exotic or foreign. This didn't bother me until I exited the school bubble and entered the adult world.

I'm Asian American. I found that people didn't view me as American first. Even though my English is perfect, my abilities were often questioned as if I was a foreigner. Because I wanted to shake off any hint of otherness, I assimilated way too well with Western culture. I neglected to embrace Chinese culture because I felt like it held me back from being accepted by society. This left me feeling unbalanced.

Overtime, I realized that it didn't matter what I did. People would always treat me like an other. This is unintentional, but rather ingrained by bias and exhibited through micro-aggressions. I blame this on the failing of the education system in America. I believe Ethnic Studies should be a requirement in post-secondary schools. Why should people of color bear the burden of educating other people on how to treat us? It's not fair. Especially when most of us didn't have a choice to live in this country. The United States is home to many people of color and therefore education should have curriculum that is more fair to the population.

As a result, I will use my experiences to motivate me in the classroom. As a teacher, I would ensure that all my students respect themselves and their culture. I would educate myself to reduce bias by engaging with students that are different from me. My own Ethnicity, Race, and Culture plays a significant role in the classroom/office just by existing. I represent one of many people in my culture. I would serve as an example of someone who is inclusive, curious, and respectful. The role of other students' own Ethnicity, Race, and Culture is to expose me to things I do not know.

There are a couple of tasks/activities that I can incorporate into my English teaching to help students embrace themselves. First, I would have the student learn English phrases that tell me about their background. A fun way would be to do a mock Facebook profile on paper. Basic information like name, place of birth, ethnicity, likes, favorite foods, etc. Another fun activity would be to create a mock instagram post. I'd have the student draw a picture and write a caption in English. When this is done, I'd have the students read out loud what they've written.

Another tangible task would be to have students read excerpts from various authors of similar and different backgrounds. Particularly stories of struggle, immigration, traveling to a new land, and pursuing their passions. I would incorporate these kind of stories into simple English lessons. My goal for myself would be to eliminate any statements that could make a student feel like an other.

← Reply



Grace Shin (She/Her/Hers) (<https://my.uclaextension.edu/courses/30870/users/137566>)

Oct 18, 2020

Hey Russell!

I agree with you in that my experience in education was also mostly Eurocentric. It is quite odd, and it's definitely something we, as educators should focus on shifting to a more multicultural education.

I've also assimilated with Western culture. I am grateful to my family for always encouraging me to learn about my heritage as a Korean. I understand why you felt unbalanced. I'm glad that you are able to identify and recognize those feelings now. I believe it is through those realizations that we grow and mature in our self identity and in tolerance of others.

I really like your idea about creating a social media account! May dabble with that idea for my social media unit.

← Reply



Russell Fung (He/Him/His) (<https://my.uclaextension.edu/courses/30870/users/147480>)

Oct 18, 2020

Oh wow, I didn't even think of starting an actual account. That could be fun. Are you currently taking the Technology class in this series? If we can combine culturally responsive teaching with technology, maybe we'll see something really amazing.

← [Reply](#)



[Geronima Garcia \(https://my.uclaextension.edu/courses/30870/users/130244\)](https://my.uclaextension.edu/courses/30870/users/130244)

Oct 18, 2020

Hi Russell,

I have read your post a few times and I keep coming back to this, "Why should people of color bear the burden of educating other people on how to treat us?" I definitely feel this statement. I add to this, how do we continue to live in a country where the educational system represents only a fraction of the population? Diversity is integral to our world, yet our political and educational systems have failed to evolve to suit the needs our citizens. This is definitely where inclusive learning spaces and culturally responsive curriculum are so powerful. Every student we educate and empower through acknowledgement and appreciation of their identities, the more people we prepare to step into society with pride and empowerment to demand and create change. Thank you for sharing so openly.

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/147480\)](https://my.uclaextension.edu/courses/30870/users/147480)

Oct 19, 2020

You're welcome, Geronima! Thank you for your comment!

← [Reply](#)



[Shuo Niu \(https://my.uclaextension.edu/courses/30870/users/139757\)](https://my.uclaextension.edu/courses/30870/users/139757)

Nov 19, 2020

Being an ESL student myself who had been in the United States over the years, my perspectives have changed a lot. Before I keep thinking of when learning English, everything should be perfect. I go for the perfect pronunciation, the perfect grammar, and the perfect use of words, only do I find out I have limited my own path. When I ask for perfect pronunciation, I sometimes become too self-aware that I do not wish to speak in front of others. I keep too much attention to the less important things and then realize I have been missing the whole part. So, after a while, I started to pay more attention to the information that had been given instead of unnecessary details. I gradually realize that English is just a communication tool that helps me to communicate with other people and to learn more things. This is a big step for me, as well as my teaching career. I used to pay extremely careful attention to my students'

pronunciations and grammar. When they talk in English, I will correct them endlessly. And this action will highly discourage them from speaking more. Thus, they become more self-aware and not wanting to communicate. Now, I will just correct some of the big grammatical errors and pronunciation errors and encourage them to keep talking.

During my years of learning English Literature, I realize that my culture had also played a huge role in my career. Sometimes, I can notice something that other students cannot notice because for them, it is relatively a given, but for me, it is new in my background.

When teaching ESL students, I think I can host an activity for “Global Village”. Each student can choose to bring something from their own culture to show the class or to choose some other countries that they are interested in. Then students can introduce and share what they like and what they know about the culture. I would also group the students together. For example, when students are interested in one country, no matter if they are from that country or not, I can group them together, so that students who are actually from that country can teach something about their country to the students that are interested.

← [Reply](#)