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"Students on the Border"

Kate Mangelsdorf, *University of Texas at El Paso*
Cultural conflicts on the border

Bilingual and bi-literate pedagogies can help create opportunities in which dominant and minority languages and cultures are valued and respected. Students can improve their understanding of the cultures they study by engaging with cultural practices and traditions. This can be achieved through the use of bilingual education programs and the incorporation of cultural materials into the curriculum. Students can also benefit from cultural immersion experiences that allow them to experience cultural practices and traditions firsthand.

Students on the border

Kate Granados

natural borders? If so, in a cosmopolitan sense of transmission—defined by the term’s usage in a border to distinguish the influences that are significant and meaningful.

Borders are set up to define the places that are safe and unsafe.
Other factors and barriers to learning, and learning Spanish, may have similar feelings toward the Mexican culture. 

Across the border, and within the classroom, the language barrier is an issue for many Mexican students. This is where I had a point of view that Mexican students, who are often the children of Mexican immigrants, face significant challenges. 

Our country is a melting pot of cultures, and within the classroom, there is a strong sense of identity and pride in Mexican culture.

Language, Resistance, and Belief

The teachers' beliefs and attitudes towards the language barrier significantly impact how students perceive and engage with the classroom environment. This can be challenging, especially when students feel they are not being valued or accepted. 

Teaching a language that is not the primary language of instruction can be difficult, and students may struggle to feel seen and heard. This is where teachers play a crucial role in creating a welcoming and inclusive environment. 

By fostering a sense of community and valuing the diverse perspectives of each student, teachers can help students overcome barriers and build confidence in their language abilities. 

Overall, the language barrier is not only a challenge for Mexican students but also a significant barrier for teachers, who must work to create an inclusive classroom environment that respects and values each student's unique background and experiences.
Crossing Textual Borders

Teaching and Learning

To expose students to a variety of languages and texts that connect to their world, I encourage them to explore perspectives from different cultures. This is a key aspect of my class, where students work in pairs to understand each other's point of view. By engaging in this activity, students develop empathy and critical thinking skills.

My assumption is that in the classroom, these cultural experiences should be celebrated. Discussing cultural differences can become a powerful tool in understanding students' backgrounds. For instance, when students learn about the history and traditions of different cultures, they begin to see the world from a new perspective. This has been a transformative experience for many of my students, and I believe it has the potential to change their lives in meaningful ways.

In conclusion, teaching and learning should be inclusive and diverse. By embracing different cultures and perspectives, we can create a more equitable and just learning environment for all students.
class—on the teacher's part—articulates and reinforces their ideas and expectations. The move from "Student-focused (3)" to "Teacher-focused (2)" stands for a shift in perspective. It might be considered a move away from student-centered instruction, but it can also be seen as a move towards more structured and directed learning. This change may reflect changes in educational philosophy or the need for a more systematic approach to teaching.

The text goes on to discuss the implications of these shifts in focus. It suggests that while student-centered approaches can be beneficial, they may not always meet the needs of all students, particularly in terms of accountability and structure. Teacher-focused approaches, on the other hand, can provide a more structured learning environment, but may also limit student autonomy and creativity. The discussion then delves into the potential benefits and drawbacks of each approach, suggesting that a balanced approach that incorporates elements of both teacher-focused and student-centered strategies might be the most effective.
they cross the borders in their lives. Education opportunity is the right of every student, and learning from them, as
are examined and appreciated by white teachers, and
experience the world in which differences, contradictions, and
member of one culture of the other. Instead, it represents a new way of
This workpiece is not a result of homogenization, or becoming a

and I'm whole.

I was born at the crossroads,

I am not African. I make me. My first language was Spanish.

Crossroads

a child of many cultures, born into this continent as a

a child of many cultures. The Caribbean,

a child of the Americas.

I am a child of the Americas, who believes that the melting pot is a

writes from the melting pot of cultures. In "Child of the Americas," she

writes, "Aurora M.W. has described the world was that can

be a tool to express the multiplicities and multiplicity in their lives. will

Diversity's students who straddle the border between two cultures will

Fortune a New Identity

the teachers.

the teachers' responsibilities.

and a culture.

thinking multicultural and critical.

the students. short notes.

in which he offers his views, which may differ from

the problem in the students. After further reflection, discussing peer

Professor Glisson

assessing assessment.

When the Writing Test Falls:

Barbara Cieslak

at an urban college