

## BOOK REVIEW

### ***Culturally Proficient Instruction — A Guide for People who Teach***

Amruth G. Kumar\*

Dinesh G.\*\*

**Title:** *Culturally Proficient Instruction—A Guide for People who Teach*  
**Authors:** Kikanza J. Nuri-Robins, Delores B. Lindsey, Randall B. Lindsey and Raymond D. Terrell  
**Publisher:** Corwin — A Sage Company  
**Year of Publication:** 2012  
**No. of Pages:** 185  
**Price:** ₹2,700

gives rise to the concept of ‘cultural proficiency’ in educational institutions. Though not a recent concept, culturally proficient teaching prepares students for a diverse environment.

The book, *Culturally Proficient Instruction — A Guide for People who Teach*, by Kikanza J. Nuri-Robins, Delores B. Lindsey, Randall B. Lindsey and Raymond D. Terrell serves as a manual of culturally proficient instructions for teachers and educational institutions. The authors suggest democratic engagement in schools as an important tool for empowering cultural proficiency. The book is divided into three parts and comprises 12 chapters. After each concept, there is a to-do activity for readers. Exercises, encouraging reflection, are also given at the end of each chapter.

The main aim of multiculturalism is to accept and promote cultural diversity. India is one of the most culturally diverse nations in the world. According to *Census 2011*, India is a country with more than 19,000

Classrooms are spaces, where cultural differences are downplayed in order to develop a homogenous society. Every attempt of homogenisation through measures like curriculum development, pedagogy, evaluation, etc., needs to be examined through a cultural perspective. In order to respect the diverse classroom culture, one needs to draw teaching-learning resources from students representing diverse cultural backgrounds. This

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\*Professor, \*\*PhD Scholar, Central University of Kerala, Kasaragod, Kerala.

languages and dialects spoken as the mother tongue. It is also hailed as a land of 'unity in diversity'. Though the book is written in the context of the USA, it is relevant to the multicultural society of India as well.

The first part of the book titled 'An Introduction to Cultural Proficiency' consists of three chapters. The first chapter explains 'cultural proficiency' and why one needs to use culturally proficient instructions in classrooms and educational institutions.

The second chapter titled 'The Case for Cultural Proficiency' introduces the concept of cultural proficiency by presenting a case study of Maple View, a city in the USA, where people from diverse backgrounds and cultures live and study. It also highlights the initiatives undertaken by the Maple View education department to tackle a diverse learning community in classrooms. Besides, the authors underline the educational changes that have taken place in the USA over the years. But, at the same time, they decry how instructors are still following traditional instructional models of teaching.

Chapter three emphasises the need for cultural proficiency in the USA and how it can be incorporated into the education system. It discusses instructors' activities as they use culturally proficient instructions.

Part two of the book titled, 'The Tools of Cultural Proficiency', consists

of three chapters. Chapter four titled 'The Guiding Principles' presents the tools that instructors and educational institutions may employ for ensuring effective teaching-learning process and encouraging effective classroom activities. The authors also give an insight into the 10 guiding principles that can help understand classroom interactions and serve as guidelines in order to engage with colleagues, students and communities. Activities related to each guiding principle are given for the readers, which would help them understand the guiding principles.

Chapter five gives an insight into 'Barriers to Cultural Proficiency' for instructors and educational institutions. In the context of the USA, the authors point out that the country houses a diverse population consisting of immigrants, minorities, native Americans and African Americans. Such racial barriers fit in the Indian context as well. Barriers like those related to content and assessment have been included in the learner activity section.

The last chapter in the second part titled 'The Cultural Proficiency Continuum' describes six points on continuum—cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence and cultural proficiency.

Part three of the book titled 'The essential elements' consists of six chapters. It discusses the five essential elements of cultural proficiency, i.e., assessing culture,

valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact and having institutionalised culture knowledge. These elements set a standard for teaching and learning, thereby, making it easier for the instructors or educational institutions to drift from cultural destructiveness towards cultural proficiency.

Chapter seven titled 'Assessing Culture' elaborates how to assess the culture of an individual and educational institution.

Chapter eight titled 'Valuing Diversity' stresses the need to respect multiculturalism in classroom and organisation premises, thereby, enabling the instructors and educational institutions to create a conducive work environment.

Chapter nine titled 'Managing the Dynamics of Difference' gives an insight into conflicts, sources of

conflicts and strategies for managing conflicts.

The chapter titled 'Adopting Diversity' focuses on how to adopt instructions for classrooms with diversity.

Further, the book highlights that 'institutionalising cultural knowledge' is the final essential element to become a culturally proficient instructor.

The last chapter titled 'Your Action Plan' is for instructors to reflect on all five essential elements as discussed in the previous chapters.

Each chapter of the book helps understand how to become a culturally proficient instructor. As rightly mentioned in the title of the book, '*A Guide for People who Teach*', it guides instructors and organisations to include different cultures in their daily educational practices. The book helps instructors and organisations teach learners in a multicultural environment.