Purpose Statement

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The purpose of this qualitative study is to examine the importance of culturally responsive pedagogy and how the challenges faced by new teachers influence learning in a culturally diverse environment. Usually, learners observe and emulate a considerable percentage of their teacher's conduct. Mainly, learners of low grades, especially up to K-4, typically make references to their teachers. For instance, if a teacher demonstrates culturally responsive attributes, learners will start embracing other students from different cultures. For credible insight concerning culturally responsive teaching, this study will use various qualitative study methods, including observation, interviews, and focus groups, in addition to an extensive literature review.

While using ethnographic research design, this study will employ both purposive and quota sampling in different situations (Sherfinski, Jalalifard, Zhang & Hayes, 2019). Primarily, this study aims to enhance teacher education practices as well as learners’ experiences in a culturally diverse environment. In light of this, the target population includes both new teachers and learners responding to a culturally responsive teaching environment. This qualitative ethnographic research employs a classroom setting where the researcher will be able to not only observe the conducts of learners and the new teachers but will also develop adequate questions for interviews and target groups (Turner & Drake, 2016). The primary target groups include new teachers and students from poor backgrounds.

Of importance, the researcher will use an acceptable qualitative research sample size of 20, consisting of different genders and cultures (Mogari, 2017). As a qualitative research, will compare findings from all data collection methods including interviews, observations and focus groups to develop well-informed conclusions. The results from this study will develop a platform for enhancing educational exposure and classroom management techniques for culturally responsive teaching among new teachers.

References

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