

Xenophobia in the American Classroom:

How is it Affecting the Students?

Sera Moore

Florida Southern College

Author Note

Sera Moore, Department of Education, Florida Southern College.

I thank Bernardo Blanco for his support, generosity, and knowledge, without which the research would not have been completed.

### Abstract

This paper explores the idea of xenophobia affecting the American classrooms. Around the country, teachers are taught and encouraged to be fair and unbiased to their students to make a safe classroom environment. However, the rise of fear of foreign peoples and things, or xenophobia, causes the dynamic of the class to shift. After initially polling over 60 people, the responses dictated that xenophobia exists in small forms throughout almost all levels of education. In regards to the administration level of education, research into the Polk County School Board shows that little to no reports are done on bilingual special education students in the area. This lack of available information makes it difficult to obtain data regarding bilingual students who need services in the classroom; research into other counties and states was necessary to continue. After a second poll, the results showed that over half of those who responded had witnessed an act of xenophobia in the classroom setting. They do, however, want to change the perspective of foreign peoples. In conclusion, xenophobia has affected the school system in subtle, yet distinct ways, and people want to work together to make all people feel safe and accepted.

## Xenophobia in the American Classroom:

### How is it Affecting the Students?

With the rise of political feuds and the hatred of foreign peoples, xenophobia has taken over the minds of the American populace. Though it is not a recent phenomenon, the addition of technology and the advancement of society has cut the time to the spread of ideas from months to seconds. One can turn on the television to find news stories about hate crimes and terrorist attacks more than scientific advancements or charitable acts. This fear mongering has given rise to everything from microaggressions to full-scale racist attacks. The majority of adults in the United States have taken an aggressive stance regarding their point of views. “You either believe what I believe, or you are wrong.” This type of thinking has fostered through not only the recent issues presented but also decades of modeling from other generations.

Children are not born with this hatred towards others. Many studies have been conducted to see how the emotions and expressions of parents affect their children. Positive affirmation typically fosters better behavior with the kids, while negative comments can lead to developmental delays. One study states, “When parents’ negative emotion is prominent, children tend to be low in social competence and at risk for conduct problems and other developmental disorders” (Dix,1991; Eisenberg et al., 2001). This principle applies to when children see their parents act negatively towards another person based on a particular trait. These negative ideas, while not impossible to restructure, can shape a young child’s mindset about how to treat others. Therefore, when children come into the school environment with a prejudiced view, it creates a tense dynamic within the classroom. This paper will explore how xenophobia developed both outside and inside the classroom can negatively affect students at all levels of education.

### **How it Began**

In college, students from all over the world come to find their place in a controlled environment while pursuing their career. The idea of tolerance and love is found in abundance on the typical American college campus, but even in the heart of growth and prosperity, xenophobia is present. In an advanced Education class, a comment was made by a student regarding their discomfort about working with students of foreign nationalities. This sparked a massive debate about how important it is for educators to be unbiased when working with their students, and extremely conscious of their actions towards all students.

A student must feel that they are safe and accepted to function in a learning environment. To even operate in the classroom, their basic needs of safety, hunger, and thirst must be met. Abraham Maslow created a hierarchy of needs that outline the needs that must be fulfilled before moving onto the next level. Before any education or social needs can be met, a student's basic needs and safety requirements need to be filled. The basic needs include water, food, and sleep. Every teacher's job is made easier when a student is well fed and has had plenty of sleep, but not every student has ideal circumstances. After these needs are met, humans can move onto the next tier in Maslow's Hierarchy of Needs. Safety involves the general feeling of acceptance and no threat of violence or harm. Abraham Maslow defines this level as including the security of the body, resources, health, family and property. More than any other tier, this one is the hardest for students to overcome. In Polk County alone, students move from classroom to classroom at an astonishing rate. A class can start with 15 students at the beginning of the year and end 15 different students. While most cases are not that common, most classrooms lose and gain several students throughout the year.

As students move from school to school, they have to adjust to their new surroundings. Every classroom is run differently, even though the academics are usually streamlined by the government. Different rules, procedures, students, and environment can cause even the best-behaved student to exhibit behaviors not previously present. It is the best policy of any teacher to make all students feel welcome and respected to keep the classroom running. This system also helps the student fulfill the second tier of Maslow's Hierarchy of Needs. As an example, immigrant students move around repeatedly during one school year when their families move. In addition to usually having their native language as something other than English, they get behind in their school work because of the adjustment period in the classroom. It can be frightening for an elementary student to start a new grade at a school they've gone to their whole life; the fear of a new student who starts a new school every few months is tremendous. Fear causes a stalemate at the Safety tier, and further slows down learning progress. Students can become frustrated with their school work and find it easier just to give up rather than continue in their academic learning. Foster children are another good example of students who move repeatedly but also can have traumatic experiences in their lives.

These students often start the school year in one place but end the school year in another. Their adjustment period after being separated from their parents into a new home requires months of work from both the foster parent and the student. A tension in the household is not an uncommon factor in the foster process. Also, the child could have come out of a problem home or a relaxed policy home into a strict home that is involved in their lives. As the student adjusts to their new home, they are also adjusting to their new classroom. Usually, a foster child is placed in a new school in the zoned school for their foster parent. Often, this transition

significantly impacts the academics of the child. The cycle continues as the child gets further behind and their services are delayed due to a variety of reasons.

Teachers have more on their plate than most of the population realize. They must teach, plan, pull small groups, do all the paperwork for small groups, document behaviors for students who need services, continue with keeping all students on task, and so on. The list is never-ending, and it becomes quickly apparent to any person entering the education profession how intensive the career is. Teachers make over 1,000 decisions a day; it becomes a habit to make them in the blink of an eye. However, an action that is decided as much by choice as by environment is how to treat the students. To keep all students on task and well behaved in the class, a teacher must adopt different tones and language with each student. For example, Johnny may need a more assertive tone to keep on task while Leon may only need a gentle reprimand if he acts out. As the teacher becomes more familiar with his or her students, he or she will be made more attuned to what they need. However, it can become evident that some behaviors towards students are more biased based on xenophobia than a child's behavior.

The Merriam-Webster dictionary defines xenophobia as, "fear or hatred of strangers or foreigners or of anything that is strange or foreign" (2017). It can take many forms, and it isn't always obvious. Xenophobia can range from a little aversion to areas in a neighborhood to full-scale hatred of foreign peoples. For this paper, the specific traits that will be focused on are race, religion, and nationality. In the real world, this affects hiring opportunities, wages, and college entrances. Many laws have been put in place to ensure that companies, schools, and colleges are fair and do not "whitewash" their campuses. However, the laws do not require people to have friendly attitudes or manners towards these people. That herein is where the problem lies; the hatred of foreign people or "people not like us" is causing the workplace to become biased. Once

this attitude spreads to the adults in the workplace, it spreads to the parents that go home to their children. Now, this attitude towards other people is not inherently taught. It can be modeled by the parents and taught that way to the children. Modeling is when an action or task is done by someone first to show the other person how to do it. Therefore, this action can be learned when a child sees a parent turn away from someone that looks “different” and could be “dangerous.” This action is not speaking about when a person could be dangerous; children should learn to be cautious around people they do not know. The action referred to means that it is a prejudice against a particular race, religion, or nationality. The parents model through their actions to their children that people of a specific race, religion, or nationality are not as trustworthy as them. They avoid walking the paths of “them” and going into establishments that are in less familiar territory. These actions can significantly hurt not only the people involved in the situation but also the community and the country as a whole.

The country benefits from the efforts of its population. The people benefit from the community that they live and in which they work. When a worker is happy, accepted, and feels respected, they are more productive in the workplace. A more productive workplace creates better jobs, opportunities, and materials for the country to use. If this cycle were to continue, the country would grow and prosper at an exponential rate. It falters because of the microaggressions that occur in the workplace.

As for the classroom, all of these behaviors trickle down into the education system. The words the children hear, the actions they see, and the stories they tell become part of the atmosphere in the school. Often, this behavior is trying to replace the need for safety and acceptance. Students flock to like-minded and similar looking students. It makes them feel safe and comfortable to be with those peers. This pattern is even apparent in the elementary

classrooms. While teachers assign seats and monitor student behavior in the classroom, recess and free time can often foster cliques and groups that are exclusive to certain types of students. As common as this behavior is on playgrounds, it is obvious to any outsider that sometimes these groups are students that live in the same communities or have the same skin color. Their behaviors follow one another from their older relatives or playmates. As observed, these groups can function as a safety feature to fulfill the second tier in Maslow's Hierarchy. Sometimes, though, they turn into a more aggressive and discriminatory group. At that point, the teacher assumes the responsibility of modeling for students the importance of a healthy environment in the classroom and with their peers. However, as with any living being, teachers can sometimes be biased themselves without even knowing it.

While teachers cannot control students' meals or how their home life is, unfortunately, they can control the environment of the classroom itself. Many experienced teachers will say, "You are sometimes the best part of a student's day; you may be the only sure thing in their life." That kind of responsibility is a significant part of an excellent classroom. Teachers need to be warm, inviting, and patient with students of all calibers. However, we still have negative behaviors from educators ranging microaggressions to racism. This kind of behavior and evidence of it is what sparked the question: How is the fear of the unknown affecting the classroom setting? This question asks how it directly affects the students, but it also asks how it affects the services they receive. Can students have to go through extra hoops to get services because of xenophobia? How are funds allocated to schools to benefit these students?

### **Honorization**

After deciding on a topic to research for Honorization, then came the needed research to back up my hypothesis: xenophobia is negatively affecting the classroom and student services. I



talked with professionals about their idea of xenophobia in the classroom as well as polled over 60 high school students, college students, and graduates. In this research, I delved deeply into whether xenophobia was more present in certain generations or education levels. I wanted to find the trigger for the cycle of xenophobia in the school system. Before I did that, however, I talked with ESOL professor, Dr. Bernardo Blanco, who also had a part in this research, about what he thought about xenophobia in the education system. Dr. Blanco believes that there is xenophobia in all levels of the school system and that it can be shown in the documentation of services given to English Language Learners (ELLs). He has worked with and researched multiple aspects of the education system regarding students who do not have English as their first language. In his work with Polk County, it takes him an extensive period to receive any information regarding plans for ELLs or students in need of services due to language problems. This topic will be further discussed later in the paper.

The central part of my research revolved around the poll given out to the public. The primary objective was to obtain information about how different levels of education felt about people from foreign countries or that spoke a different language. It was important to establish a baseline for what levels of education had more xenophobic tendencies than others. I developed the poll to figure out if a person's environment could influence their willingness to help someone or approach someone that is foreign. I began with gauging if people knew what xenophobia meant. The answer choices included that the individual knew what the word meant without looking it up, they have heard the word before but don't know what it means, they haven't heard the word before, or they googled the word before they saw the question. This question asked: Did the average person know what it meant to be xenophobic? Over 40% of individuals reported that they knew what xenophobia meant without looking up the definition, and 1% Googled the

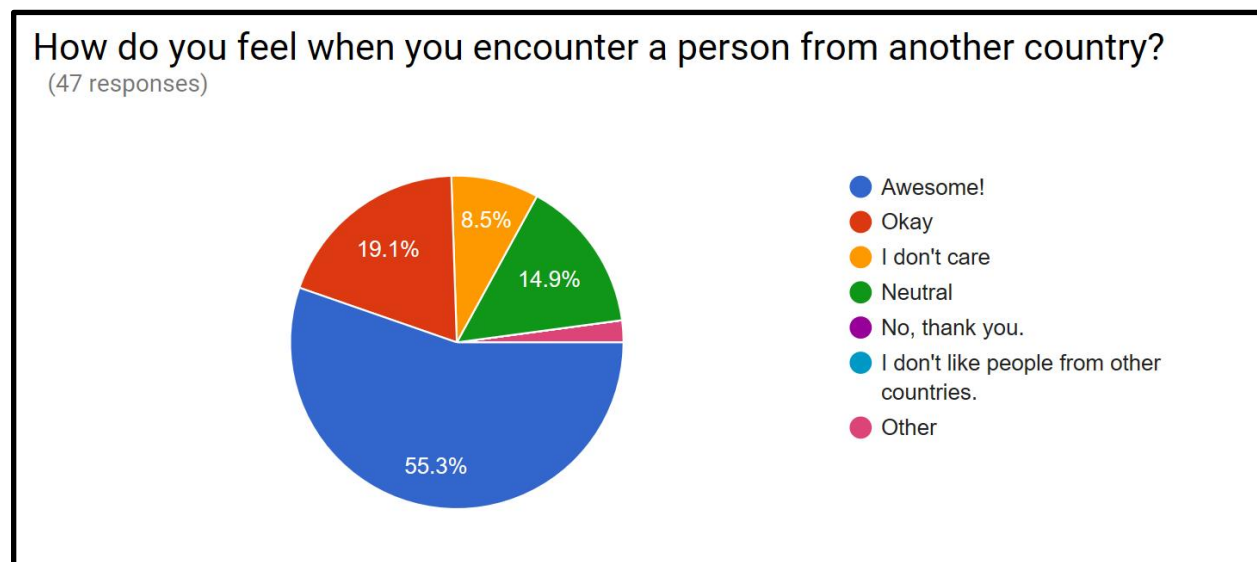
word before they took the poll. This means that almost 60% of people surveyed didn't know what xenophobia meant before beginning this study. Also, 36% of responses said that they heard the word but didn't know what it meant while 21% stated that they have never heard the word before. These responses appeared normal for most of the population during the spring of 2016, just before the heat of the presidential election.

The presidential election of 2016 brought many issues to light in the United States as well as heated discussions about controversial topics. One of the most heated and debated topics focused on the idea of foreign peoples and immigrants in the country. President Trump advocated building a wall to keep out the Mexican immigrants and prevent them from taking the jobs of the American people. This policy could certainly not have started out as xenophobic, but it quickly became so. Trump supporters immediately took up a cry to build the wall and keep out people who were not considered "American." Suddenly, everyone who didn't look like an "American" was in danger of being deported. Stories began popping up in the media and on the Internet about families scared for their livelihoods; children scared for their lives. One famous story revolved around one mother who took to the Internet to say her daughter was locking the doors and scared because she believed Trump was going to come harm or deport her family. Soon, outrage followed right behind the cries for deportation of immigrants. Two warring sides came at each other with vicious force and, in the end, the idea of the wall won. As Trump began his presidency, he made true to his promise to begin deporting illegal immigrants back to their home country. As it is reported, these people are undocumented, but many of them have lived in the United States longer than their "home country." In fact, they try to live as closely as possible to the right American life as they can by paying taxes and contributing to their community. However, deportation can have unimaginable repercussions on children in immigrant homes.

Social media and television stations have already begun to address the issues that have arisen from the deportation policies. Shows like *One Day at a Time* in the episode “Strays” from Netflix demonstrate the aftermath of a high school student whose parents get caught and deported back to Mexico, a country they haven’t been to in 20 years. Scared and alone, the teenager, Carmen, lives with the main family for weeks without the knowledge of the mother, Penelope, to survive and stay in school. When she is finally found out, she moves to her brother in Texas, but not after a heartbreaking scene of her fear of being separated from her parents. She laments that they will miss her growing up, and cannot come into the country they call home for nearly two decades. This show represents what so many children are facing in their daily lives as more and more families are torn apart. Returning to Maslow’s Hierarchy of Needs, when a student is torn from their family, they can experience trauma and feel unstable in their lives. Sometimes, their meals and survival needs may be threatened. The first tier of the Hierarchy must be fulfilled before humans can move onto feeling safe in their environment. Children in torn families can experience feelings of helplessness, anxiety, fear, and anger. Translating to school life, this can cause outbursts, misbehavior, and lack of work ethic. Often, teachers are not immediately aware of a student’s home situation, and this can cause confusion and worsen the tension in the classroom and with the child. A downward cycle soon begins until the situation can be resolved and the student is returned to a stable position.

It is important for people to be aware and informed about xenophobia and its effects beyond their immediate lives. With only 40% understanding what xenophobia is before the poll, it is imperative that more are aware of the effects it has on others. The poll will be biased as the majority of the responses were from college-aged, white female English speakers. However, it remains that the replies indicated that there is a lack of understanding. In the breakdown, 47 out

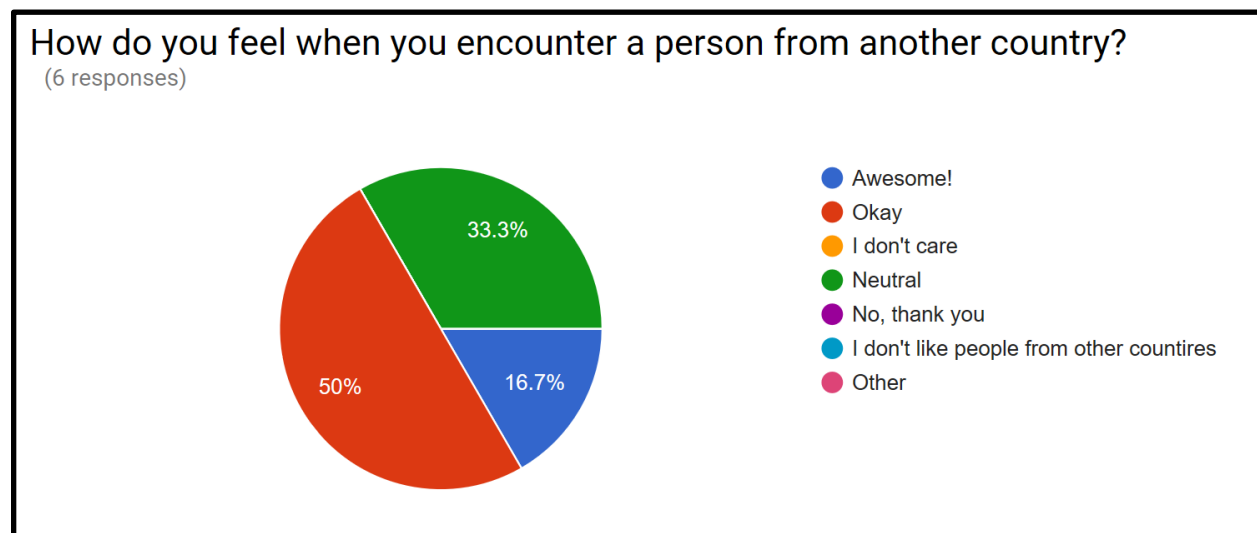
of the 61 responses are college students. As it stands, these are the least xenophobic according to the analyzed data. A total of 55.3% of students said they would feel awesome about meeting a person from a foreign country! In theory, one could attribute this response to being surrounded



by an incredible diversity of students on a college campus. Students from all over the world come to college to learn, grow, and prosper. This kind of environment is fostered through the students and the professors that surround them. No student responded that they are against encountering someone from another country. However, the choices between “I don’t care” and “Neutral” were specifically added as I believe they represent a difference in attitude. The “I don’t care” option can show a form of apathy that says the person is indifferent to the encounter rather than open to it while the “Neutral” choice shows an open-mindedness towards the encounter. Therefore, because 14.9% of college students chose the “Neutral” option, the pattern of positive encounters with people from a foreign country continues. In fact, when asked the question, “If another person came up to you and began asking for something in another language other than your native one, how do you respond?” college students responded positively. Most of them stated that they would like to help them out in some way, even if they didn’t think they could do

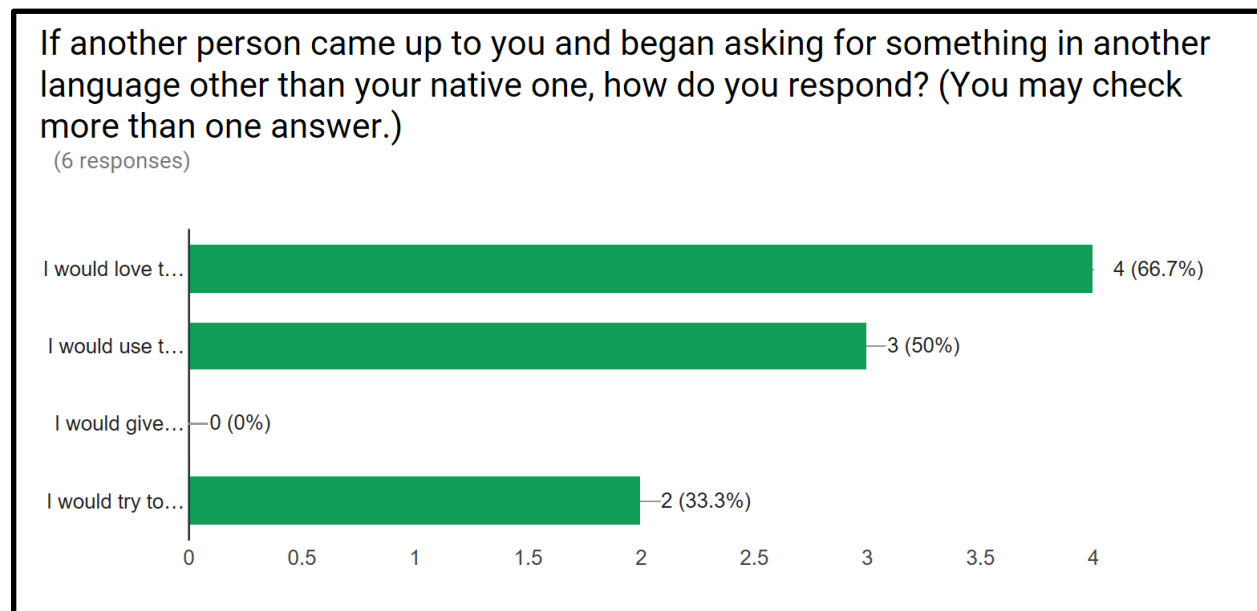
much. While college students maintain their open-minded attitude, the other levels of education hold less of an enthusiastic response.

Of the sixty-one people polled, only 6 (9.8%) were not enrolled in school. This group of individuals ranged from high school graduates to college graduates. In this group 3 of them had graduated from college, one from high school, one from graduate school, and one had only completed a year of college. As the most diverse group in the polling, they represented a larger span of age ranges. Half of them were born in the 1990s, which puts them around 20 years old, while the other three were born before 1970. One would think that such a range of ages would cause a larger difference in feelings towards foreigners. Yet, this group of people was fairly certain in their opinion that they were open-minded to the idea of meeting new people from different lands.



Exactly 50% of them responded that they were simply “Okay” with encountering someone new, while only 16.7% responded it would be “Awesome!” Compared to the college students, this is a much lower percentage. In fact, the other 33.3% replied that they feel “Neutral.” This is still considered a positive response, but the enthusiasm dwindles immensely in this group. They are

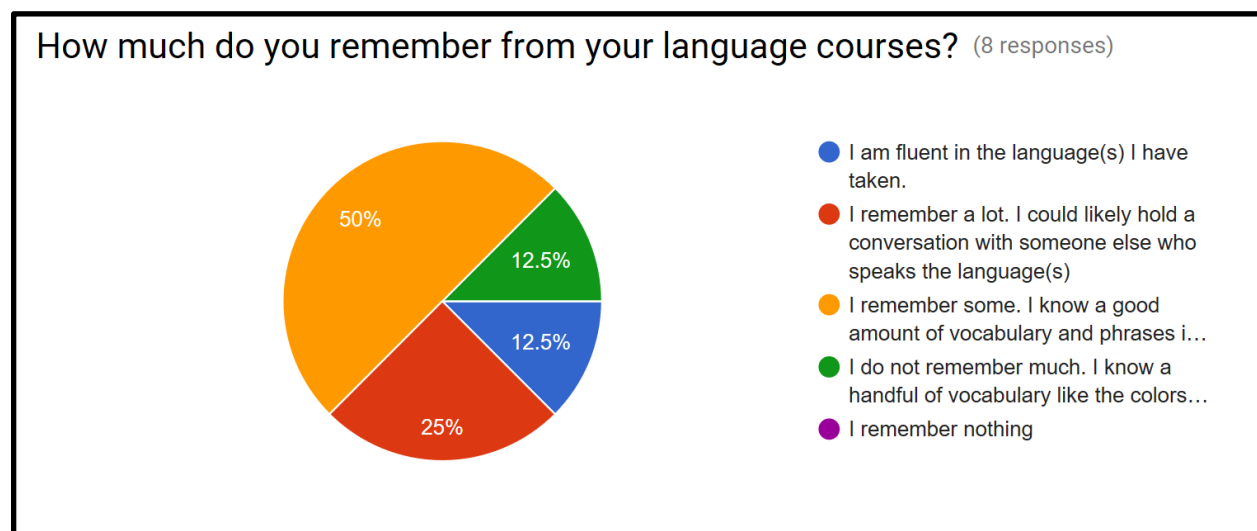
calmer, or mellow, about foreign peoples.



As seen in the bar graph above, those considered “Not Enrolled” responded positively to the question, “If another person came up to you and began asking for something in another language other than your native one, how do you respond?” The answer choices are as follows: I would love to help them even if I didn’t know the language, I would use technology to help (i.e. cell phone, mobile translator, etc.), I would give some sort of negative gesture to say, “I don’t know” and put my attention elsewhere, and I would try to help them to the best of my abilities, but I don’t think I could do much. The only completely negative response, the third choice, was not chosen at all. This is something only seen in the “Not Enrolled” group as both the college and high school respondents had at least one person check the third option.

As for the high school group, the respondents were equally divided among juniors and seniors set to graduate in the 2016 or 2017 years. All of them have taken some form of higher level courses including but not limited to Advanced Placement courses and Dual Enrollment; they all have taken at least one year of language instruction beyond English. However, very few of them remember enough of their instruction to apply what they had learned beyond the

classroom. Only one student claimed that they are fluent in the language they had taken courses in, but they are not a native Spanish speaker.



This represents a minority of high school students, as so very few remember their instruction beyond what is drilled into them through repetition. Two people, or 25%, responded that they remember a lot of their language instruction. They could likely hold a conversation with someone who speaks the language(s). Out of the responses given, that is only 37.5% of high school students who can truly apply their knowledge. While this pool of respondents is not unbiased and does not accurately reflect the diversity in a typical public school, it still speaks to the information retention from high school language instruction. In personal experience, most people would be able to tell me some words and phrases from their instruction, but cannot form sentences or communicate in the language. Only in a specialized group of people can a conversation in a language besides English be had. The high school curriculum for language instruction focuses more on rote memorization than application.

Even in elementary grades, rote memorization is typically the mainstream way to teach foreign languages. Now, in Polk County, it is not even part of the curriculum to receive foreign language instruction beyond a word here and there. Even in the early 2000s, it was uncommon to

find a full-time teacher for foreign languages in the primary grades. Some private schools hired a coach for once a week lessons, but no instruction was given beyond that. In the present elementary classroom, no language instruction is provided unless it is tied to another culture that is being studied. As students grow older, their ability to learn languages decreases as their motor functions become more solidified in the primary language taught. High school students learning a new language for the first time often cannot pronounce foreign sounds correctly or apply their knowledge of English to a new language. This is why it is important to start language instruction early and use it beyond rote memorization. A common misconception about starting language instruction so early is that it will interfere with academics and take away from a student's learning experience. Yet, research shows the exact opposite effect.

Many schools have demonstrated that dual language instruction is, in fact, possible for the primary grades, and that it's highly effective. Students as young as seven years old are bilingual in English and Spanish as they are taught all subjects in both languages. This type of instruction is not only beneficial in a child's future, but it also benefits their academics. "Students who started kindergarten in the first Kansas City foreign language magnet schools in 1988 had surpassed national averages in all subjects by the time they reached fifth grade. These foreign language students performed especially well in mathematics" (Eaton, 1994). It has been proven that students who are learning a second language in elementary school also do better in English reading and language arts than those who do not. (Mavrogenes, 1979). This speaks not only towards the benefits towards the academics of all students but also towards the engagement of English Language Learners in the classroom.

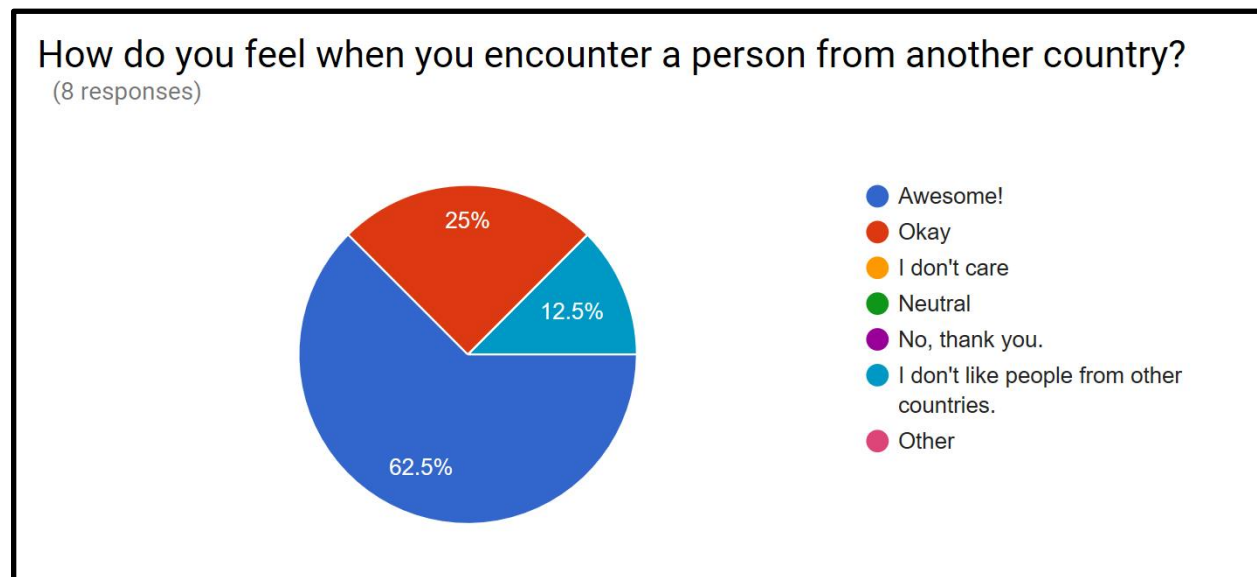
As can be observed in a regular classroom, students are excited and encouraged when they learn new words in different languages. Over a period of weeks, I introduced students to



various phrases in other languages. For example, the group of students observed can respond to and understand the commands “excuse me” in French and “come here” in Spanish. They began using the commands with their friends, adding on “por favor” to be polite instead of sounding rude. Furthermore, students in literature are engaged when other languages are added. In a simple read aloud in a classroom with an ELL student, several words in Spanish were used to supplement the text. Not only did the ELL student perk up and smile brightly, but he was also more engaged in the story than other books that had been read previously. Bringing in multicultural texts to classroom allows students to relate to stories better, especially students that do not fit the typical “mold” of the Caucasian hero or heroine. Diversity among the students is easily visible; the curriculum should have the same diversity. With this knowledge, the cycle of xenophobia can begin to dissipate as students become more aware of other cultures.

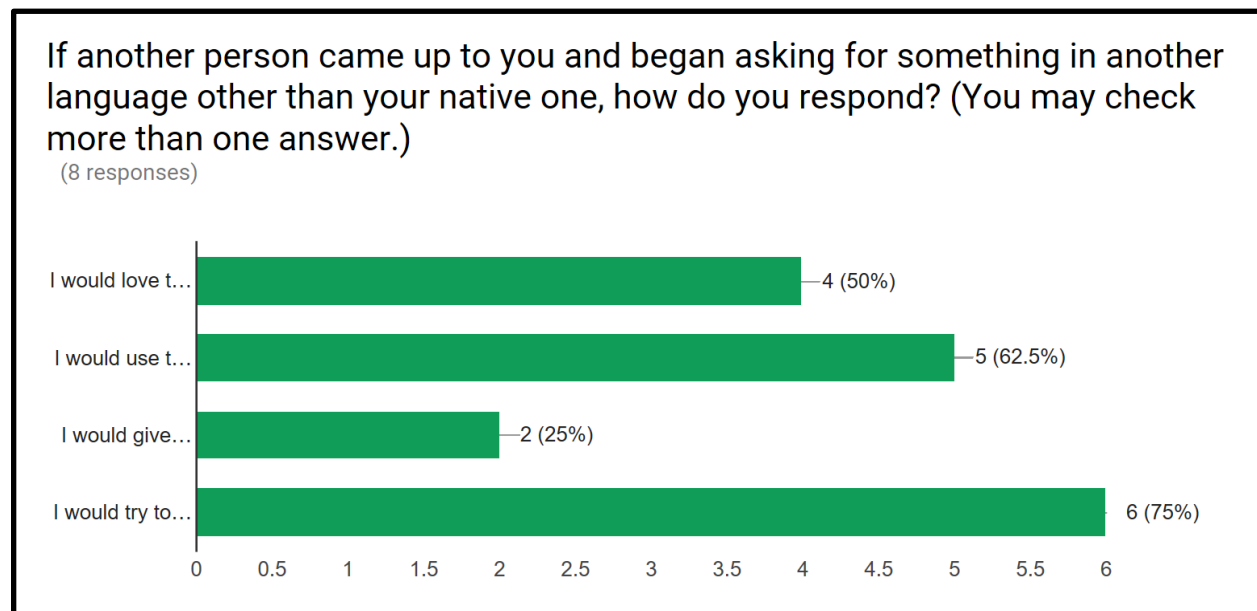
As students age, though, it becomes apparent that their xenophobia increases during adolescent years. When initially studied, these findings proved to have no correlation between students age levels and fear of foreign peoples. However, through a more in-depth analysis of the results, it was found that students in high school students almost tie with college students for the most positive responses towards foreign peoples. However, some respondents had truly negative responses. When asked the question seen in the diagram below, 62.5% of students said they would feel awesome about meeting a person from another country! That is almost 10% more than the college students, who had the highest overall positive responses for the three education levels. However, it was noted that 12.5% of the responses said that they do not like people from

other countries. Out of 8 responses, this only accounts for one person.



This shows that a small percentage of high school students have a negative opinion towards foreign people. The pattern continues as the students answered the question, “If another person came up to you and began asking for something in another language than your native one, how do you respond?” They were allowed to pick more than one answer out of the four given. As seen below, 75% of the high school students that responded said they would try to help but they don’t think they would be able to do much. Even though they are at the end of their required United States education, 6 out of 8 students that responded believe that they could not do much with the tools available to them. In a close second, five students said they would use technology to help like a phone or online translator. In descending order, the final two responses were “I would love to help them even if I didn’t know the language” and “I would give some sort of negative gesture to say, “I don’t know” and then put my attention elsewhere.” The last answer choice was a little surprising since only one student stated that they did not like people from other countries. Two students marked this answer as to how they would respond to a person

speaking another language asking for something.



Besides college students, high school students often have the most involved foreign culture studies in the mainstream education system. World History, in the state of Florida, is a necessary credit for a 24-credit standard high school diploma. Unless students choose an accelerated option, IB, or AICE, they will need to take this course on the history of the world in order to graduate. The other options may have more intensive options, but this paper will focus on the mainstream curricula. Students in the mainstream classroom will learn about other countries' histories and the advancements of cultures. This learning includes a small part of religion and present-day culture, but it does little to educate students on the rich culture behind all of the crammed knowledge of the development of the world. The stressful situation of the high school atmosphere takes away the ability to delve into deeper learning. Ruby Moore, a senior at Strawberry Crest High School, was interviewed in April 2017 about her experience with dual enrollment, AP course demands, and extracurricular activities. When asked how her deadlines and requirements affected her learning, she remarks, "It definitely takes away from my learning. I struggle to get all of my assignments done; I don't have time to think about them

beyond what I have to write” (personal communication, April 14, 2017). Students are expected to memorize, analyze, and synthesize data in sometimes up to 7 or 8 classes day, all the while maintaining a healthy lifestyle and good sleep. As a result, students have no brain power to devote to thinking more in-depth about world cultures. The problem of xenophobia starts early in the classroom, but it also is developed by the culture and expected rigor of the American education system.

As the research continued on the effect of xenophobia on the classroom, another question came to light. What funding was being given to students who were not considered Caucasian and needed services to continue their education? In any classroom, students from other cultures need additional support to be able to complete assignments and progress. The state of Florida is required to document how many ELL students are in their schools, as well as provide funding for all of them. However, how much does this amount of funding go to these students? Where do these funds specifically go and how do these channels benefit students?

### **Honors Thesis**

In the final weeks of Honors Thesis, I did another poll. This time, the focus was on encounters of xenophobia in the classroom. While adults cannot always perceive what is happening in a classroom, children can feel relationships between others with a pure mind. If a teacher is unfair towards another student, the rest of the students will pick up on it quickly. Usually, one student will say, "That's not fair! Susie didn't have to do that." More than once, this behavior was observed in the classroom, but it was in regards to an autistic student in need of an action plan. The reward this student got for behaving well during the different blocks of the day was stickers. The other students thought it was unfair that he received stickers, but his behavior plan required it. This had to be explained to the other students. However, when a student gets

stickers and “clip-ups” more often than others for no apparent reason, that is when it becomes noticeably unfair to the other students.

In any classroom, some students behave better than all the others. These students set the example for all the others. A classroom management technique often used by teachers is the “good model behavior” strategy. This type of method is based on B. F. Skinner’s operant conditioning psychology. “Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding” (McLeod, 2015). A teacher will instead of pointing out all the bad behaviors, emphasize one student’s good behavior and give them a reward. This makes all of the other students see that behavior and associate it with a positive reward. So, they will want to exhibit this behavior to increase their chances of getting a reward. One student, during observation, was not behaving well during whole group teaching on the carpet. Her attention was elsewhere, and she was playing with her shoelaces. When the teacher acknowledged another student’s good behavior, she immediately recognized her fault and fixed her attitude. She commented, “Oh, I need to get another clip up so I can get a stamp today!” This process is a multistep reward system that leads to a larger prize in the long run. These types of reward systems are used to encourage good behavior over an extended period. However, if the teacher is unfairly biased towards a student or a group of students, the rest of the class may feel like they are being treated unfairly.

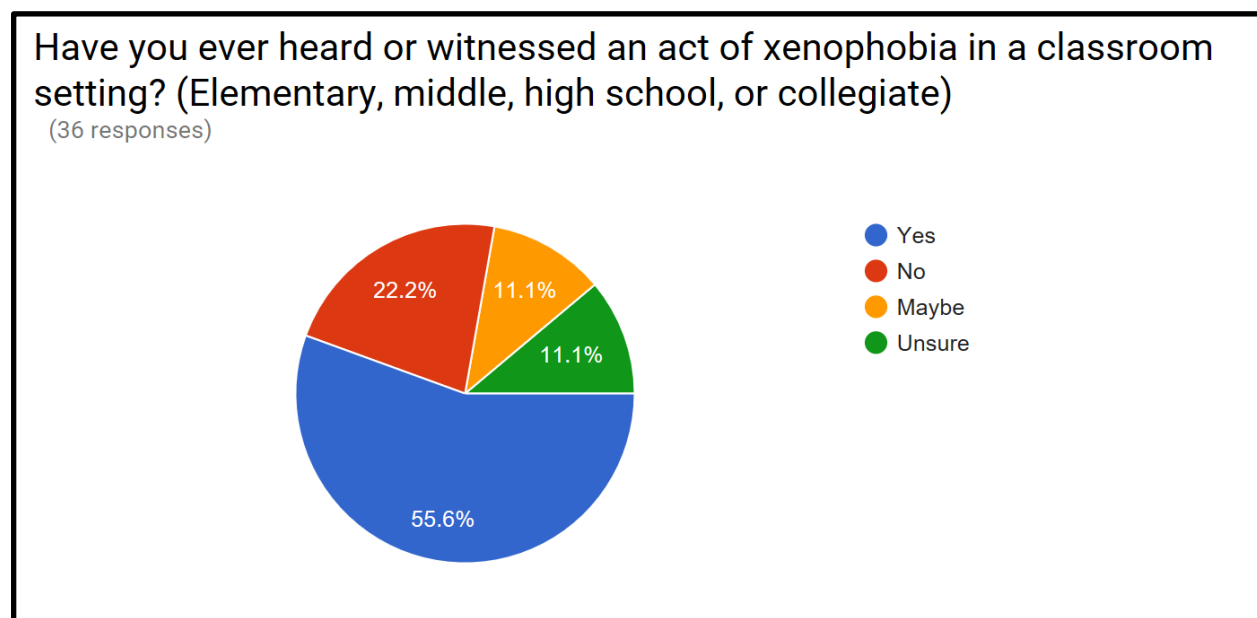
The downside of this system is that is subjective to what the teacher believes is “good behavior.” In its design, the Positive Behavior Support (PBS) is “a values based approach that is designed to prevent interfering behaviors rather than correcting the individual” (2017). Students are encouraged to act with dignity and respect in order to earn a “clip up.” The idea is an excellent internal reward system. However, in actuality, it can cause incredible biases towards

students. In theory, any student with good behavior should get a clip up, but often the teacher must single out students. From observation and experience, this method can be incredibly repetitive; students who get clip ups always get clips up and vice versa. The system stops meaning anything bad towards students who are consistently below the “green” and don’t ever get the reward. In the classroom observed, these students are 50/50 between Caucasian and Black/Hispanic students. This class has proved that the reward system is based on behavior rather than anything xenophobic. However, are there classrooms out there that have a bias towards a particular set of students because of their race, religion, or ethnicity?

A second poll was conducted to direct questions towards experiences in the classroom. Respondents said if they had ever heard or witnessed an act of xenophobia in the classroom and if they believed it was based on race, religion, or ethnicity. To make the reader aware of biases in the poll results, out of 36 responses, 32 (88.9%) of them are female in gender while only one male responded, and the rest are private to that person. The same number, 32 respondents, were born in the 1990s while the other four responses were born before 1980. The race/ethnicity that best described the respondent pool is Caucasian (80.6%) with other respondents saying Other (8.3%), Multiple Ethnicity (5.6%), American Indian/Alaskan Native (2.8%), and Black/African American (2.8%). Also, 58.3% of the respondents are in college, 27.8% are in graduate school, 11.1% are not enrolled in school, and 2.8% is in high school. The hypothesis for this poll is that the 50% of people will respond that they have seen/heard of an act of xenophobia in the classroom, but less than 50% will not identify it with race, religion, or ethnicity.

The first question that was answered by the pool asked, “Have you ever heard or witnessed an act of xenophobia in a classroom setting? (Elementary, middle, high school, or collegiate).” With the majority of respondents being white, female college students, the response

to “Yes” proved the hypothesis correct. Pulling in at 55.6%, just over half the respondents said that they had witnessed an act of xenophobia in the classroom.



They were not asked to specify at what age they had witnessed the act, but it means that they had a distinct recollection of something that was unfair towards another student. While this proves the first half of the hypothesis, it needs to be addressed how to lower this percentage to an appropriate level of human error rather than obvious bias. This topic will be discussed later in the paper. The rest of the responses were No (22.8%), Maybe (11.1%), and Unsure (11.1%). The latter two responses are not “No” and therefore count towards the next question: If yes, do you feel it was based on the person’s race, ethnicity, or religion?

This question disproved the hypothesis, as the “Yes” responses were almost the same as given in the last question. The “Yes” responses polled in at 54.8%. However, this was only out of 31 responses since those that did not pick “Yes” for the last question did not have to answer this one. Out of 31 people, 17 of them were able to associate the act they saw with race, ethnicity, or religion. This is more than double what was expected. The other responses are as follows: Unsure (16.1%), Maybe (16.1%), No (12.9%). If this topic were to be pursued further, I

would explore at what age the acts were witnessed and what bias the people thought the actions were related to if they were not associated with race, religion, or ethnicity.

These responses indicate that there is a bias in the American classrooms, and it is significant. Over half the respondents have heard of or witnessed an act of xenophobia and half of those respondents can link it to race, religion, or ethnicity. This kind of bias in the school system allows for discrimination and loss of equality within the classroom. As only 22.2% of people were able to say that they have not witnessed an act of xenophobia, it shows that almost 80% of the respondent pool have either seen or might have seen something. As overwhelming as this number is, it must be addressed. As discussed earlier in this paper, students must feel that they are safe and accepted within the classroom to be able to learn and progress. Without this basic need on the Hierarchy of Needs, a student cannot be expected to perform at their best level.

The respondents were also asked if they had ever felt they were a victim of xenophobia based on their race, religion, or ethnicity. Here, the responses were on the positive side. Out of the 36 responses, only 36.1% felt they were a victim of xenophobia. As only 19.4% of the respondents are not white/Caucasian, this means that even whites have felt that they are victimized. As the results were thoroughly analyzed, it was noticed that those that responded "Multiple Ethnicity" both agreed that they had not felt victimized by xenophobia. On the other hand, 10 of those that described themselves as "White/Caucasian" said that they had felt victimized by xenophobia, as well as the "Black/African American," "Other," and "Alaskan Native or American Indian." This brings to light an important topic of discrimination and reverse discrimination. This topic will be discussed later in the paper.

The results of the above question lead into the fact that both all skin colors felt like they were a victim of xenophobia. This speaks to the fact that more than just what is considered



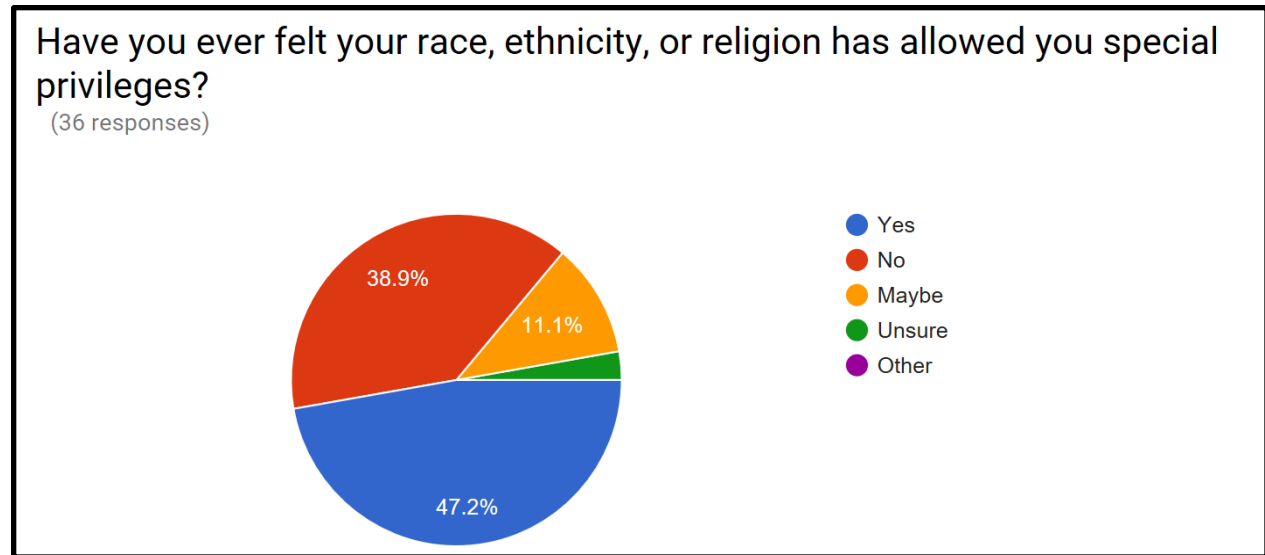
“minorities” feel targeted. While not all of the minorities or majorities felt that they were victims, some of them still did. Since the question was worded to include other factors than just skin color, religion could also be the reason these people feel this way. Any religion in the world has at one point been somehow given harsh treatment or been victims of discrimination.

Christians may have started the United States, but when Christianity began during Jesus’ reign, they were executed en mass to discourage others from following the religion. Even the religious figure, Jesus, was killed for claiming that he was the Son of God. This type of xenophobia relates towards the fear of the unknown or strange occurrences. Muslims are currently Tension because of the happenings with ISIS and the Middle East. With the election of President Trump, Muslims felt unsafe in the country of America due to the extreme xenophobic slogan pasted into Trump’s campaign. Once he won, the slogan became all the more real. Every religion has had their high point in history, but the world now does not readily accept the idea of a higher power.

Autonomy has become both an idea in the world and the classroom. In the world, people are responsible for their bodies. In the classroom, students are accountable for their actions. Both circumstances play into the idea that people have total and complete control over what they do and how their lives play out. Often, individuals with the notion of total autonomy do not like the idea of a higher power controlling their “fate” or future. They want to be in control of their lives, and the outcomes that follow their decisions. In the classroom, students take control of their learning and attitude in the classroom. However, as the authority of the teacher is taken away, more and more students have begun realizing the control they can exhibit. Sometimes this control is used in a positive light, like working in the community or working as a team to figure out a math problem. Other times, it can create a sense of invincibility that is felt even in the elementary classrooms. Teachers in the classroom can be liable for almost anything that injures a

child, and some children have begun to figure it out. As observed in the classroom, students who do not wish to do their work see no consequence beyond the “clip down” and the verbal reprimand from the teacher. For some students, this is enough to get them back on track. However, more students have started to realize that their autonomy allows them the ability to waste time and have no severe consequences. As an example, a student in this observed class does not wish to write at all. He has an Individual Education Plan to help him with his writing, but if he does not feel like doing it, he can get no more punishment than those as mentioned earlier. This is not an actively healthy environment for students to progress with their learning.

In response to autonomy, the respondents were asked the question, “Have you ever felt that your race, ethnicity, or religion has allowed you special privileges?” This issue will directly tie into the topic discussed later: Xenophobia and its Effects. What percentage of respondents felt that they receive special privileges based on something besides merit? Almost 50% of them responded that they felt they have received special privileges. The majority of those responses came from the “White/Caucasian” respondents, as it was intended, but the responses also came from the other races. Except for the “Black/African American” respondents, all of the other minority groups felt that they had been allowed special privileges. On the other hand, 38.9% - including the “Black/African American” respondent - felt that they had never been allowed special privileges.



These opportunities could include anything from preferential treatment with peers to admission to colleges. Colleges typically have scholarships for minorities or quotas to fill that require them to admit a certain amount of minority members. These spots are given to students who may not meet all the requirements to enter the college, but fill the quota needed for the college to keep in line with the law. This is meant to keep colleges from “white-washing” and to keep the campuses inclusive to “less fortunate” minorities. These results verify that people notice a bias based on factors other than merit or “earning” it.

The final two questions asked respondents to this poll to apply what they knew and what they had learned about xenophobia. The questions asked if they felt that xenophobia was harmful or beneficial to a classroom. As expected, the results were overwhelmingly for “harmful.” In fact, 77.8% of respondents said that xenophobia could be damaging to a classroom. When asked to explain their answers, the consensus is that it caused bad feelings towards other people and that it can have negative repercussions. To summarize the majority of the responses, one person commented, “Children victimized by xenophobia are not offered the same opportunities as others. Those children are also brought up with low self-esteem and do not see their own self-worth.” These topics have already been discussed in this paper, and the other comments follow

along with the same lines. These people see that xenophobia creates walls between individuals and cultures, and hurts the children in the process by teaching them fear and hatred. However, not all of the respondents saw xenophobia as an entirely bad idea.

In a side-by-side comparison, more people were sure that xenophobia could not be beneficial to a classroom. While 77.8% of people said it could be harmful to a class, 83.3% stated that it could not be advantageous to a classroom. This means that some people thought that maybe it could be. The responses to the question if xenophobia could be beneficial were more widespread: Maybe (8.3%), Yes (5.6%), and Unsure (2.8%). This question was intended to make people pause and think if xenophobia could have any positive consequences within the classroom. Two people, the 5.6% who said “Yes,” turned xenophobia into a learning experience. They both commented on how it could be a chance to overcome a fear of other people and accept that other people are different. One of them said, “Understanding that different cultures hold different values and different outlooks on life [gives] is a respectful way to acknowledge who someone is without saying that everyone is the same, which is degrading.” This person, rather than advocating for equality among people, advocated for the acceptance of difference. This idea is a delicate balance: accepting that all people are people, but no one is the same as another.

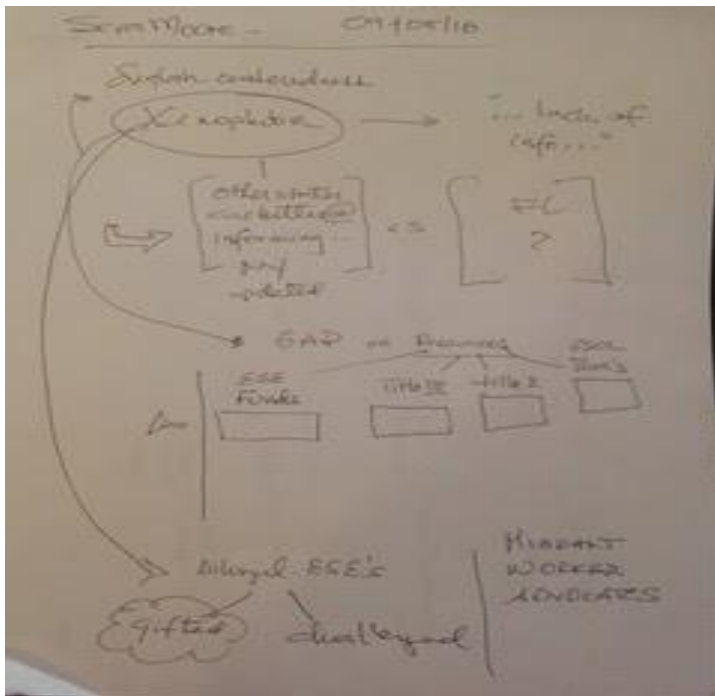
The data presented above proves that there is a problem with xenophobia that people can notice and that it has infected the education system. This result was further confirmed when the research into funding for bilingual ESE students proved to be harder to obtain than expected. Bilingual ESE’s are students that are in special education for any reason and whose native language is not English. They represent a minority in the ESE department in any school system, but they are present. While not observed in the classroom mentioned throughout this paper, it was seen in another classroom. This student was pulled for individual instruction with an ESE

teacher who did not speak Spanish. He would sit in the classroom with a reading level far below his peers and the rest of his skills about the same. He needed more support than being pulled for 30 minutes a day to get reading instruction. However, the funding for more support is required before any school can hire an educator or purchase the materials needed. Where was the funding for this student?

**What is wrong with the way data is presented?**

During the first semester of Honors Thesis, my supervising professor, Dr. Bernardo Blanco of Florida Southern College, and I searched for information regarding the funding towards bilingual ESE's in Polk County. First, however, we had to obtain the data regarding how many bilingual ESE's there are in Polk County. Dr. Blanco frequently calls the Polk County School Board to obtain information on the ELL Plan for the county and the laws regarding ELLs for his English to Speakers of Other Languages classes (personal communication, June 9, 2016). When meeting

with him during the summer of 2016, we both acknowledged that the information for bilingual ESE's could not be found, or easily found, on the PCSB website. We called the school board to see if we could speak with someone regarding the information we needed. As we went from person to person, we finally reached the line of the person in charge of the records for ELL's. However, the call went to voicemail. Dr. Blanco had spoken with



this person before and left a voicemail to call back as soon as possible. As the weeks passed by, no return call was received. We could not obtain the information through the website nor could we reach the people who had the information. As we discussed, we began to think about the distribution of funds needed to maintain the ELL programs and the support required for them. The American education system functions around “English-centeredness,” as seen above the word “Xenophobia” on the diagram. The education system creates a funnel that takes all other languages from students entering into America and converting them to English. The other languages are slowly lost because they are not needed nor supported in the education system. So, when the looking for the information about the Polk County ELLs, there is little to be found. My professor and I turned to other counties and states. In the state of New York, the boroughs are broken down into the separate schools. The schools lay out the different races and percentages of students in their schools. While the funding is harder to find, the information is presented in an easier fashion than Polk County. Still, however, little information is given on the ELL percentages in the higher-level classes like Honors and AP courses. Even in charter schools and gifted programs, no information is to be found on the number of ELLs in those programs. This does not reflect an honest presentation of information about the non-English speakers. In itself, this is a small form of xenophobia because of the lack of information. Even retrieving public information, like the Polk ELL Plan can be tough. Dr. Blanco calls the School Board repeatedly to obtain it every year, but it takes the School Board almost a full calendar year to give the information up. By that time, a new plan will need to be drafted for the following year. This lag in information is causing a lack of funding to get to the ELL students in Polk County, as well as the proper supports for the classroom.

### **Xenophobia and Its Effects**

When xenophobia is present in any class, it has a significant disadvantage to any student, especially if it's from the teacher. If other students feel adverse feelings towards their peers, then bullying and a sense of alienation can set in. Xenophobia can be a learning experience in the proper setting, as mentioned earlier by one of the respondents, but often it does not have the right environment. It may not always be fostered, but it can fester slowly in the minds of students. Teachers can unknowingly encourage this behavior through the "hidden curriculum."

The Hidden Curriculum is the curriculum not taught in books or typical learning. It's not reading, mathematics, or science. It's shown through behaviors and actions, as well as subconscious movements and invisible meanings. Teachers often utilize this curriculum without students knowing it to teach manners and proper behavior. While the beginning of the school year focuses on building good behavior and expectations in the school, it rarely gets explicitly shown after the first few weeks. Therefore, it is up to the teacher to guide their class towards the proper behavior in the class through everyday routines and manners. Still, this can have its fault, too, as not all teachers recognize this responsibility or take it to heart. Xenophobia can creep into the Hidden Curriculum through teachers not taking the time to teach their students proper manners towards other students. It leads to stereotypes developing in the classroom. For instance, the stereotype that if you do not speak English, you cannot function cognitively. If you ask the typical person on the street, they will not associate a Hispanic person with a successful person. The image often given, especially in Florida, is the migrant workers that pick the fields or orchards during the seasons. These people do not have "successful" jobs and do not function in a "typical" society. Yet, their children are asked to perform in a regular classroom. However, before they even enter the classroom, the teacher knows they will leave within a matter of weeks or months. This leads to the question: do teachers see language as a barrier to teaching their

students or do teachers think it should be a barrier? In this instance, a teacher will try their hardest to work with this student, but may not see the value of putting their time and effort into a student that will be gone in a matter of weeks. The problem is only worsened when the student doesn't speak English well because they only speak Spanish at home. As seen by the results of the first poll, very few people remember enough of their language instruction to use it in conversation with a native speaker. Even so, teachers are expected to teach students of all languages in a classroom that often averages 18 students on all learning levels.

If teachers cannot support all their students by themselves, then they need the proper support to reach all students. During my internship, my cooperating teacher mentioned to me several times, "It takes two people to do the work of one teacher!" To explain, as I was teaching the curriculum work and getting all of the academic work done, my cooperating teacher was doing all the paperwork for the students who needed extra support. We both found that the classroom was able to run smoother when there was two of us dividing the work up. However, my placement in that class is only temporary. Ordinarily, teachers are expected to do all that work by themselves with little support. What support they do have within the school is spread thin by many students needing that help. It comes out to that usually the most severe cases receive the most attention while those that are managing get less support. Therefore, as discussed in the last section, it is vital that the proper funding and support is given to teachers and educators in order to reach all students.

For this paper, discrimination will be discussed in short to explain its relation to the subject. Merriam-Webster defines discrimination as, "a: the act, practice, or an instance of discriminating categorically rather than individually; b: prejudiced or prejudicial outlook, action, or treatment" (2017). Discrimination is more noticeable to the naked eye than the subtlety that



other forms of xenophobia can have. However, as a result of xenophobia, discrimination is one of the harsher effects. It is an outright act of giving more privileges to other students for reasons other than merit. It could also be not giving the same support to certain students because of their skin color or culture. While the classroom can be a neutral zone, the media and the world stereotypes certain skin colors towards certain behaviors. The famous case of the convicted rapist Brock Turner caused an outcry of white privilege because he got a 6-month sentence, but was let out after three months for good behavior. In a similar case, Kyle Vo was convicted of rape of an unconscious woman in his freshman year of college. The difference was that Vo is an Asian-American. He will serve six years with good behavior, five years' probation, and must be registered as a sex offender. Both cases were of almost identical circumstances, but the difference in sentencing came down to media portrayal and race. While elementary students may not hear about this case for years, it still affects their future. When Brock Turner was sentenced, it was not seen as a race problem that he raped the unconscious girl, but it was pleaded it was the actions of a drunk college boy who made an awful mistake. However, a high school student with a promising NFL future named Brian Banks was wrongfully accused of rape several years ago. He commented, "It was like I was not even in the room.... I felt like I wasn't a human being. I was a number" (Myers, 2016). He served six years in prison with men twice his age that committed crimes much worse. This kind of discrimination is felt in high school, when a female teacher is uncomfortable talking with an African-American student, or when an Asian student is looked at as high and mighty because of their culture. High schoolers feel the pressure of society and the stereotypes put on their races because of how the media portrays them. Even though the media blows up the stories that will get the most attention, in 2010 the U.S. Bureau of Justice reported that 40% of incarcerated U.S. citizens are non-Hispanic blacks. That number weighs

heavily on high school students coming into the classroom from impoverished homes. Their chances of graduating high school are significantly less than their white counterparts. However, even as these students struggle to seek acceptance in the hallways of their schools, another topic has come to rise in the recent years.

Merriam-Webster defines reverse discrimination as, “discrimination against whites or males (as in employment or education)” (2017). This term is highly debated by the conservatives and liberals in the United States. One side believes that it can exist, while the other argues that it does not exist. The latter says that discrimination cannot be towards the majority because there is a difference between systematic and individual discrimination. Systematic discrimination is towards a whole group of people based on their race, religion, or ethnicity that is stereotyped into the society; individual discrimination is when a single person feeling discriminated against because of their race, religion, or ethnicity. Since discrimination towards minorities is directed as a whole group, this side argues that reverse discrimination cannot exist because whites nor males are discriminated against in society. Meanwhile, the pro-reverse discrimination side claims that it exists because discrimination is not black and white. It does not exist solely for one racial or religious group. This team says that discrimination against anyone is discrimination, no exceptions.

In regards to this subject, discrimination is linked to xenophobia as it is a result of the latter. If a person is xenophobic towards a foreign person or strange, they will discriminate against them in some way. This could range from simply going out of their way to avoid the person to a verbal or physical assault towards the foreign person. It is not seen only towards black people or Hispanic people but also towards Asians and white people. It can be seen in religious groups, as well as the LGBTQ community. To reiterate the definition given at the

beginning of this paper, Merriam-Webster defines discrimination as, “fear or hatred of strangers or foreigners or of anything that is strange or foreign” (2017). This is not exclusive to any one group or race or ethnicity. It includes anything that inspires fear or hatred of something or someone strange or foreign. In the second poll given, the respondents were asked if they had ever felt to be a victim of xenophobia, and even white people answered this question with “Yes.” In the search for equality among all people, respect for those in all areas of the world has been lost. Therefore, reverse discrimination is possible and affects even the “privileged” children in the school. These students feel the effect of being well-off and the alienation of not being able to relate to their peers. As a child cannot change their financial or familial situation, they are stuck with the life they are given. In elementary school, it becomes apparent to students which of their peers are better off and which are not. Soon, the students begin to group together with students of like lifestyles and presentation. Xenophobia doesn’t start out with hateful cries and condescending looks but with exclusivity and representation in textbooks and media. It affects more than just those that are portrayed as the “enemy;” it affects anyone who comes into contact with it.

### **What can be done to stop xenophobia?**

In a world where fear is used as a motivation tactic and fear towards strangers is taught young, it will be hard to overcome even the smallest parts of xenophobia. Though, as a society, people can take action against these negative portrayals and fight against the injustice towards all members of society. In the second poll given, the last question that was answered was, “What is one thing you want to do to change the way people treat people of other races, ethnicities, or religions?” Respondents were encouraged to give a 1-2 sentence response. This section will talk about their reactions and what can be done to change the mindset of the population actively.

The top response was to educate people about different peoples and cultures to lessen the fear acquired over the lack of knowledge. Out of the 28 responses, 11 of them mentioned that they wanted to educate people. This is a vital part of decreasing xenophobia across the board. If the new generation starts out with a healthy mindset towards others, then they will grow up with less fear or hatred of others. In primary grades, this means adding diversity and social sciences back into the curriculum. As mentioned previously, students flourish when other languages and cultures are introduced into the classroom. When this variety is shown, students become intrigued by other parts of the world. Also, these areas of the world become more realistic. Students don't just imagine their world as the city they live in or as the community around them. They see the world as a conglomerate of different peoples and their beliefs. As the Department of Education strives to make abstract thinkers and innovators, the local levels teach to the test while integrating "higher order thinking." This higher order thinking comes from students who are asking questions and thinking about the subject in depth, rather than answering rote memorization questions. This type of learning comes from the introduction to real concepts and problem solving rather than tests and assessments. Educating students on the matters of the world will not hinder their learning, but will instead open their minds to the idea of a global community. In the appropriate developmental stages, this type of learning can promote higher order thinking and problem solving through advocating for the solving of global community problems.

The second most popular response to the poll question was to have people look at things from different perspectives. In essence, these people suggested having others walk a mile in someone else's shoes. This idea is an important integration to the first. In schools, students often have a multicultural night that features cultures from around the world. Depending on the school,

it can range from the surface level information about a country/culture or a full-scale immersion. I have experienced both, one as a student and one as a teacher. As a student, the full-scale immersion technique was far more exciting and stimulating than the response I saw from my students in the public education system. In the full-scale immersion, students memorized lines to speak about the culture and set up the classroom as a walking tour of the country. This involved food, music, animals, traditions, and most importantly: student involvement. A second-grade class put on an entire production about a culture, with the teacher's guidance, and felt proud to give it. It was exciting and taught more than any textbook. In the surface level information, classrooms were divided up into different parts of a country. Students wrote about what they had learned and created small crafts to be hung on the walls. The teachers set up activities for the walk through that was cost-effective and interactive. The students had little part in the production and felt no pride in their work. Weeks later, they were not able to recite back what country they had learned about or any of the facts about the country. As seen in this example, students taking ownership of their work and putting themselves in the shoes of other cultures is more impactful than any textbook, story, or assignment shown to them.

The third most popular response was to treat others with respect and kindness. In addition to the two responses above, this is both nature and nurture skill, so to speak. Students are naturally not afraid of other people. They do not understand the difference of skin color or religion or why it should separate them. The differences of cultures are learned and taught to children, just like the xenophobic feelings towards them are as well. Learning to treat people with kindness and respect is the core of decreasing xenophobia in the world. Even with encountering other cultures and education, people still may not feel comfortable around others that are not like them. That's when basic manners and respect come into play. After the other

two options have been exhausted, the core should be that everyone needs to be treated with respect rather than assuming the worst and treating them as such. This behavior will stop additional actions being taken towards all races because of harsh feelings or taught mindsets. Children do not see the differences of people, but since no one is the same, they need to be taught to respect the differences of others. Just as well, it needs to be explained that no factor in a person - not their skin color, sexual orientation, or religion - is any reason for them to be treated less than someone else. With respect comes equality, and with equality comes the foundation for a better world. Equality cannot happen without respect as forced equality creates a feeling of resentment and can lead to more adverse effects. Respect kindles a sense of understanding, so every person is seen as an equal even if they have differences.

The final and fourth response was that people were not sure what to do to change xenophobia. The first step is to begin to implement the above strategies to the younger generations. So, once they get older, they will be able to fuel more respectful attitudes towards all people. As for the current generations that are already xenophobic, the best option is to educate them on the topics of the world. Ignorance may be bliss, but it creates problems for the world around the ignorant. I have observed people becoming outraged at articles with extremely discriminatory headlines, but after I had reviewed the information and the related laws regarding the topic, I found the article to be completely false. The media used the article to try to take away a bill that would do a lot of good towards adoptive and foster children because of a misconstrued belief. This type of ignorance requires change or else even the young generation will not be able to overcome the media control. It requires effort to break free of the press and listening to what everyone else says, but I have found that it is more rewarding to know the truth than to be blind to it. Even though there will always be apathetic peoples out there, it is important to educate as

many people as possible on the events of the world and their actual effect on the individual.

While so many of the events happening in the world seem to be isolated, they send ripples out that can become waves that can destroy livelihoods.

Overall, educating the people about the matters of the world and teaching respect for all peoples will dramatically help decrease the effects of xenophobia. This action is not for the bystanders; people must actively work together if any change is to happen. Textbooks need to add diversity, the population needs accurate media representation, and the constant hate speech towards other races or cultures needs to curb until the facts are given. Few things in the world can be grouped together and have one thing apply to all of them. Even fewer of these things are humans. A group of people can be characterized by their skin or their religion or their heritage or by the school they go to, but it does not give anyone the right to tell them they are less than others. Actively teaching respect, kindness, and diversity within the school system and in the grown society will greatly benefit the global community as a whole.

### **Conclusion**

Xenophobia is negatively affecting the American classroom and the global community. It has caused numerous groups to be unjustly accused of negative behaviors and has created a sense of distrust towards peoples not of the same characteristics. It has found its way into not only the mannerisms of people but also the paper and curriculum of the American classroom. It makes itself known through the lack of support of bilingual ESEs and the ignorance of the population. While people may notice its effects, they do not always know how it can affect the world around them. Xenophobia can be fixed by taking action against the lack of diversity and accurate representation in the media. With the addition of engaging lessons about other countries and cultures into the school curriculum, students will begin to see the world as a global community

and work as a whole to fix its problems. They will see partners in their foreign counterparts rather than enemies. As the older generation begins to make an effort to respect others, the children will notice these behaviors and copy them. This will, in turn, make classrooms a better place for students to work; students will feel safe and accepted rather than scared and alienated. Teachers will also be able to work better with students as more support is given to those students that need the extra help, and those students will start to progress in their work. Soon, the world will become inclusive of the other parts and work in a healthy competitive environment; countries will support their people while helping each other. Even with the need for personal advancement, it will be towards merit rather than the degradation of others.

These ideas are not unrealistic or unreachable. The world has made progress in gaining rights and respect for several groups of people throughout history. As the world continues to grow, the more people will inhabit it. If these ideas are implemented immediately and taken seriously, there is a good chance that the world can work towards a better society for the current and future generations. It can work towards a future when a child can walk into a classroom and not worry about if they're going to feel excluded again. This future is the one that will positively affect the classroom and the students that will grow up to better the world.



## References

Dix, T. (1991). The affective organization of parenting: Adaptive and maladaptive processes.

*Psychological Bulletin*, 100, 3-25. <http://dx.doi.org/10.1037/0332909.110.1.3>

Merriam-Webster Dictionary. (n.d.). Retrieved April 1, 2017, from <https://www.merriam-webster.com/>

Eisenberg, N., Gershoff, E. T., Fabes, R. A., Shepard, S. A., Cumberland, A. J., Losoya, S. H.,

... Murphy, B. C. (2001). Mothers' emotional expressivity and children's behavior problems and social competence: Mediation through children's regulation. *Developmental Psychology*, 37, 475-490. <http://dx.doi.org/10.1037/0012-1649.37.4.475>

Milner, J. S., Wagner, M. F., & Crouch, J. L. (2017). Reducing Child-Related Negative Attitudes, Attributions of Hostile Intent, Anger, Harsh Parenting Behaviors, and Punishment Through Evaluative Conditioning. *Cognitive Therapy and Research*, (1), 43. doi:10.1007/s10608-016-9800-2

Morgan, R. (n.d.). Eliminating Racism in the Classroom. Retrieved April 15, 2017, from [http://www.edchange.org/multicultural/papers/racism\\_morgan.html](http://www.edchange.org/multicultural/papers/racism_morgan.html)

Murrieta, P. (Writer). (2017, January 6). Strays [Television series episode]. In *One Day at a Time*. CBS.

Myers, G. (2016, June 06). Wrongfully convicted Brian Banks disgusted by Brock Turner ruling. Retrieved April 28, 2017, from <http://www.nydailynews.com/sports/football/wrongfully-convicted-brian-banks-disgusted-brock-turner-ruling-article-1.2663595>

*NEA Research* [The Benefits of a Second Language Study]. (2007, December).

What does the research say about Dual Language Programs? (n.d.). Retrieved April 12, 2017, from <http://www.hsd.k12.or.us/Academics/Programs/BilingualPrograms/DualLanguage.aspx>