



*Classroom communication and diversity: Educational Instruction Practice (2<sup>nd</sup> ed.).*

Powell, R.G. & Powell, D.  
Routledge, 2010, New York, N.Y.  
282 pages

Reviewed by [Morgan Hurt](#), [University of Southern Mississippi](#).

American educators face the challenge of providing effective communication in a classroom overflowing with a diverse collection of students. Classrooms in our country are experiencing significant demographic shifts, which spark the need for educators to acquire diverse instructional methods to adapt their communication accordingly. The face of the student body is transforming due to an increase in students speaking languages other than English. Therefore, the authors encourage both new and experienced educators at all levels to maximize their teaching efforts by learning noteworthy strategies to better administer diverse classes.

Powell and Powell strategically address the unique presence of culture in the classroom, highlighting the numerous challenges educators now face. Informing teachers of useful practices to enhance their instruction concerning diverse cultural groups is the overarching theme of this book. The author's accomplish their mission as they purposefully present techniques valuable in revamping instructional methods to increase successful interactions between educators and diverse students.

The effectiveness or ineffectiveness of the classroom depends largely upon the communication which takes place within this environment. Powell and Powell argue that educators should expand their curiosity of diverse cultural backgrounds, while striving to enhance their respect concerning multiple belief systems. Far too often, educators place false

assumptions of students' ability based on their appearance, groups with which they associate, and their skin color. Moreover, the authors warn educators to be cautious in their approach of these issues in an effort to avoid offending a student's cultural beliefs.

Today, ninety percent of students struggle with multiple learning difficulties, behavior problems, and speaking disorders which hamper their academic capabilities. The authors confirm these disabilities require unique instructional tactics in order to produce successful academic outcomes concerning this diverse group. However, Powell and Powell claim that educators are best served by applying different approaches such as group work, discussions, informative videos, telling stories, and role-playing while instructing students with diverse abilities.

The diverse perceptions of male and female students can introduce challenging scenarios for educators. Powell and Powell cite studies which prove male students receive more rewards for their intellectual achievements in the classroom, whereas female students gain the most praise due to their physical appearance. Therefore, the authors strongly encourage educators to promote instructional practices that reveal the accomplishments of both male and female counterparts. Although there are multiple methods of instructing, the authors encourage educators (at all times) to tailor their curriculum in order to most effectively instruct students with diverse perspectives.

This text successfully developed an argument for accounting for diversity's impact in today's classrooms. Powell and Powell effectively discuss both the challenges and advantages that culturally diverse students introduce to educational environments. This text was insightful due to the author's presentation of the material and its connection to diversity. Through the use of practical narratives and citing studies, the authors prove educators are impacted by the presence of diverse students. In addition, the authors effectively contend that diversity can enter classes in many ways. The success of this text was due to the informative presentation of the material and its readily applicable teaching methods.

In general, the organization of the book might have been more effective if the concepts were sequenced in a different manner. Since the text's central argument revolved around diversity, it would have established a stronger claim by first discussing the information collected concerning diversity. Furthermore, the authors effectively provide relevant narratives throughout the text; however, it would have also been useful to include more examples revealing classroom success after implementation of the various instructional tactics proposed.

Both new and experienced educators are targeted by the authors to maximize instruction. Powell and Powell contend it is the educator's responsibility to establish a positive atmosphere for diversity to operate. The authors provide that students will learn to emulate the teacher's behavior regarding their outlook concerning different cultures. Most importantly, this book sets the standard for instructing teachers to embrace diversity as it brings the world into the classroom. Cultural backgrounds, gender differences, and learning disabilities each have the capacity to introduce challenging scenarios for educators. This text provides effective instructional strategies that educators can easily adjust to their classroom methods in order to enhance successful interactions with diverse students. Powell and Powell were successful in their endeavor to enhance student learning as they provide educators the tools needed to properly communicate and instruct culturally diverse students.