

Multiculturalism and E L T

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Abstract

The Language English has taken a prominent place in teaching and learning. Though many languages and cultures exist in the world, English language is preferred in the teaching and learning process for better understanding of content, cultures, and new knowledge in any field throughout the world. English has already become an inevitable part of education in most countries. Moreover, the English language provides the opportunity to understand all the cultures, attitudes, and behavior of people comprehensively.

Multiculturalism is the dogma that various cultures (rather than one national culture) can coexist peacefully and fairly in a single country. If multiculturalism is taken in an educational context, it refers to any form of education or teaching that integrates the histories, writings, values, opinions, and perceptions of people from different cultural backgrounds. If we take an example, at the classroom level, teachers may change or incorporate lessons to reflect the cultural diversity of the students in a particular class. One of the major challenges is how the teaching of English can be made appropriate in multilingual and multicultural contexts. Because the learners are from various backgrounds in terms of language and attitudes. Undoubtedly, teachers of English as a Second Language have a unique opportunity to foster their students' awareness of and appreciation for the diversity of the world by creating a multicultural classroom environment.

This research explores the perspectives of educators on diversity and the methods they use in the classroom to facilitate positive relationships between students from different cultural origins via the medium of language instruction.

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Introduction:

Multicultural education is attributed to the reform movement behind the transformation of schools. Here, what mostly drive the change in transformation is mainly the school's variables,

which include plans, teachers' conceptions and attitudes, instructional materials, assessment methods, counselling, and teaching styles. Multicultural education is also about the contribution of students to effective social action.

Educators' knowledge of, and outlook on, multiculturalism

Classroom observations and analyses of teachers' pedagogical practises revealed the ways in which diversity was integrated into classroom education. According to Gay (1994), educators often assume that their own personal values, views, and behaviours represent the norm, and that their professional knowledge and pedagogical practises are guided by established educational principles. Teachers may participate in inappropriate practises in the classroom if they do not have a thorough awareness of the wide range of pupils' backgrounds, including ethnicity, race, socioeconomic status, and language. If instructors don't make an effort to learn about their students' backgrounds and perspectives, those pupils may get the impression that the classroom isn't a welcoming place for them. As a result, kids may experience increased levels of anxiety and a sense of isolation, all of which may have a negative effect on their ability to focus and succeed academically.

It's crucial that educators recognise the varying ethnic, cultural, and socioeconomic backgrounds of their pupils and respond favourably to them. Teachers' perceptions of their students' talents and potential have a profound and enduring impact on those students' academic outcomes. According to Gay (2000), new paradigms of competent instructional activity, such as culturally responsive teaching, are necessary but not sufficient to foster an understanding of and appreciation for other cultures. To paraphrase what Gay said further, "Teachers must have the moral fortitude and the determination to stay the course in attempts to make the educational endeavour more culturally responsive, especially in the face of hostility."

According to Costa (1997), the quality of formal education is contingent on instructors' motivation and expertise. To successfully interact with students in today's increasingly diverse classrooms, educators must be equipped with the right mind-set, worldview, and pedagogical tools. The vast majority of instructors don't know much about their pupils since they don't invest much time in getting to know them, as Pena (1997) pointed out in her analysis of research involving teachers' perspectives..

Strategies for Teaching Culturally Diverse Students

Teachers are critical in inspiring, teaching, and making a difference in the education of students of all genders, ethnicities, ages, religions, languages, and exceptionalities. "Most instructors, whether intentionally or subconsciously, demonstrate biases toward pupils in some way," Gollnick and Chinn stated (1991).

Witsel, M. 2003, said that teaching is probably not easy at the best of times, and it will have a real effect in the multicultural classroom on the lecturer's levels of confidence as tried and tested

strategies do not always have the intended result. It is not always possible for teachers to have exposure to all cultures. It is only in the interest of teachers to know about the varied cultures. If the teachers are always eager to learn new things, especially about the different cultures, it will be effective to teach in the class because the learners are from different backgrounds and cultures.

1. Observing students' behaviour and understanding their personalities

Understanding his students is the most important thing for a teacher to do in order to teach them. Teachers should have an idea of how to teach the students or ways to present a subject in an interesting manner. A teacher should have an idea of the students' motivation, what background they are bringing to the classroom, as well as their interests.

Observing students' behaviour is also a way to survey students' personalities. Students spend a lot of time with the teachers in the classroom, so teachers observe the students' behaviour and can nurture them well for their overall personalities. Teachers who take the time to get to know their students' personal histories are better equipped to answer questions such, "How can I assist this kid learn better?" or "How can I make this issue relevant to the student's experience?" Anyone may stand in front of a class and talk about anything they want, but true teaching requires an in-depth knowledge of the pupils.

2. Maintaining Certain Behaviours and Instructional Strategies

In order to foster a positive link between teaching and learning with students from a wide range of cultural backgrounds, educators must maintain specific behaviours and instructional practises. Some of these actions and methods are general excellent teaching practise, while others are tailored to dealing with pupils from different cultural backgrounds.

3. Appreciate and accommodate the similarities and differences among the students' cultures.

Acknowledging the value of one's students is an important skill for educators to have. Teachers that work with pupils from a wide range of cultural backgrounds value and actively seek out their students' unique individual and cultural distinctions. The foundation of successful communication and teaching is laid by this affirmative identification. In addition, instructors place a premium on soft skills like respect and intercultural awareness. The educator has the ability to demonstrate, instruct, urge, and reinforce them.

4. Build relationships with students.

In order to ensure the success of students from different cultural backgrounds, it is important that teachers keep a few things in mind while interacting with them. Maybe the most important things are the instructors' personal and intellectual connections with their pupils. This connection

between the responsibilities of instructors and students, the content at hand, and the dynamics of the classroom is sometimes referred to as the "core relationship" of education.

In-depth interviews with African-American high school students who posed disciplinary issues revealed that these kids yearned for their professors to learn about their lives outside of school and to take part in the school's incentive schemes. A teacher who takes the time to learn about their students' experiences may more effectively connect with them and provide examples from their own life that have real-world application.

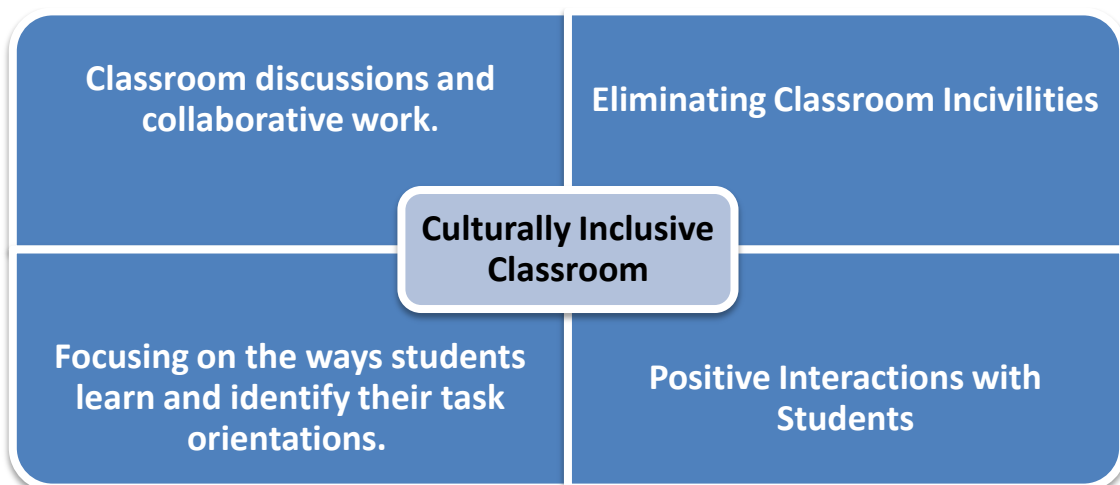
5. Teaching students to match their behaviours to the setting.

In certain situations, our actions will vary. Our attitudes, actions, and words change depending on the situation. Distinguishing these disparities and providing students with real-world contexts in which they manifest is an important part of any education. These group dynamics may assist in the development of situationally appropriate behaviours.

A teacher may explain the worth and utility of each behaviour in its appropriate context, such as the distinction between interactions with peers in the community and conversations with adults at school. Some children may modify their conduct immediately, while others will take time to change, or they may need instruction and plenty of practise chances. Involving the student's family and the community may help them learn how to adapt their behaviour in different contexts.

6. Creating a Culturally Inclusive Classroom Environment

Making the Classroom More Diverse and Inclusive, Recognizing, valuing, and capitalising on diversity in the classroom to provide a more interesting learning environment for all students. The development of personal connections and efficient intercultural abilities is facilitated by creating a learning environment that welcomes and values people of diverse ages, genders, races, religions, socioeconomic backgrounds, and worldviews.



7. Classroom discussions and collaborative work.

Discussion and group projects in class were two of the key methods used by the more seasoned educators. Make it clear early on that you are invested in accommodating all students and are willing to engage in dialogue about improving the quality of instruction. Prejudice may be avoided by acknowledging and discussing cultural differences and by inviting participants from a wide range of backgrounds to share their perspectives on important issues. While the majority of educators acknowledge the significance of students' understanding of diversity, some have not taken meaningful steps to promote intercultural education.

8. Eliminating classroom incivilities

To prevent cultural isolation and insensitivity in the classroom, clear ground rules for proper behaviour must be established.

- Recognizing and celebrating each learner's unique qualities. While group differences are highlighted by generalisations, it is important to remember that each student has their own set of beliefs, worldview, experiences, and educational requirements.
- it's important to never put the needs of a group of students ahead of the needs of an individual. For instance, watch out for any signs of favouritism when responding to questions.

Cite published literature and research findings clearly rather than expressing personal opinion when presenting information on culturally and linguistically diverse individuals or minority groups. In a similar vein, have your students build their arguments and critically examine the opinions of others by consulting a wide range of information and evidence sources.

9. Focusing on the ways students learn and identifying their task orientations

When teachers are aware of their students' preferences, they can design lessons accordingly. Some students, for instance, require more lead-up time to get started on a project so that they can complete necessary preparations or details. In such a scenario, the instructor can give students ample time to get ready for the task at hand, supply them with necessary organisers ahead of time, and make necessary announcements. Taking this step is a constructive way to respect their need for rituals, traditions, or special preparations.

10. Positive Interactions with Students

Create a "meet and greet" procedure or introduction system that lets everyone in the classroom learn more about the cultural backgrounds of the people around them (e.g., ice-breaker activities in the first week of the semester). Think of a "name exercise" in which students are asked

to share the story of how they were given their names and/or the meanings of the names they were given. This may be a good way to get kids talking to one another and discussing issues of diversity.

Conclusion:

While there are certainly steps we can take to help our students and ourselves become more culturally aware, adaptable, and communicative, there is no magic bullet that will make teaching in a diverse classroom effortless overnight. Instead, we need to address problems as they come up, and as trust and confidence grow as a result of each positive exchange.

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