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STATISTICAL ANALYSIS FOR THE IMPROVEMENT IN
TEACHING PEDAGOGY BY CHANGING THE SYLLABUS
DESIGN UNDER MULTICULTURAL AND MULTILINGUAL CLASSROOM

# STATISTICAL ANALYSIS FOR THE IMPROVEMENT IN TEACHING PEDAGOGY BY CHANGING THE SYLLABUS DESIGN UNDER MULTICULTURAL AND MULTILINGUAL CLASSROOM

## Abstract

The present literature review is executed to find out the perceptions of a teacher and a student about teaching and learning English as a second language in a multicultural classroom teaching in a 21st century. The qualitative study has being conducted in this study and has investigated the motivational factors and the challenges involved for a teacher teaching in a multicultural environment. The study reveals the requirement of learning and upgrading the knowledge of the teacher and to create a learning environment for all the students of the diverse background and culture, having varied language knowledge without biased in a multicultural and multilingual classroom.

**Keywords:** Multicultural, Multilingual, English, factors & challenges.

## Authors

**Dr. Anchal Mishra**
Professor - Communication
Institute of Management Studies
Lal Quan, Ghaziabad
anchalm@srmist.edu.

**Kinshuki Srivastava**
Assistant Professor-II
AICC , Amity University
NOIDA, India.
inksrivastava@amity.edu

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## I. INTRODUCTION

India is a land of unity in diversity. It has varied cultures, traditions, religious beliefs, languages. The notion of multiculturalism is based on the acceptance and respect of different religions, cultures, aspects of ethnicity, the viewpoint of gender perception, and linguistics[1].Communities although belonging to different backgrounds respect each other and live together peacefully and maintain harmony in society. Multiculturalism is an amalgamation of different diminutive cultures when they renounce their novel culture to merge with the major or main culture of the society or country.

Various researchers discussed the need for multicultural classroom teaching. It was stated that World War II is an example of encouraging the need for new methods of teaching oral skills in foreign languages as there was a movement of people for various reasons like immigration, an internationalization of teaching and learning. Since the 1950s the need for new education pedagogies in teaching has created, in today's scenario the revolution in technology, use of the internet, globalization, and usage of English worldwide.

The background, teaching methods, and learning processes of a teacher and a student are all intimately related to multicultural classroom instruction[2]. Theoretical frameworks for multicultural education are built on giving pupils options[3] . There is a connection between multiculturalism and effective teaching strategies and edifying since India's population is made up of people from a variety of ethnic backgrounds. Due to the difficulty in assimilating individuals from various cultures and backgrounds, as well as the use of various instructional pedagogies for teaching and learning, faculty members and students may experience difficulties[4]. Figure No 1 is an instance of challenges and issues while teaching and learning in a multicultural classroom in India.
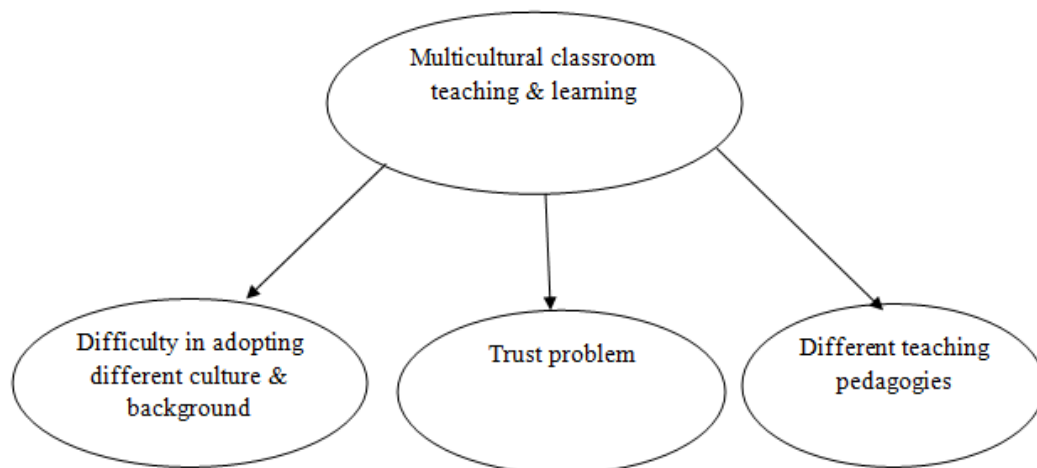


**Figure 1**: Overview of present issues in the multicultural classroom teaching and learning

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- **The perceptions of teacher and student about teaching and learning English as a second language in a multicultural classroom teaching:** As we know that cultural diversity plays a vital role in the teaching and learning process of English as a second language in a multicultural classroom teaching[5].It is very important to define and understand the role of cultural diversity and its intricacies. Bryan, Lynn A. & Atwater, Mary M. in their study of teacher beliefs and cultural models they have stated that different cultures and values give birth to diverse ways of working styles, perceptions, and understanding[6].

## II. THEORETICAL STRUCTURE

An awareness of cultural multiplicity plays a significant position in designing an environment of synchronization possessing the true meaning of education under multicultural proficiency. Arshad et al (2011) stated in their study that there are various issues of unity between the different ethnic groups i.e. the tolerance limit, understanding, beliefs, values of different communities who follow a diverse culture. Schools and colleges should focus on the parameters of the cultural diversity model focusing on skills, awareness, attitude, customs, and practices[7].Figure No 2 shows the theoretical structure of the cultural diversity model.
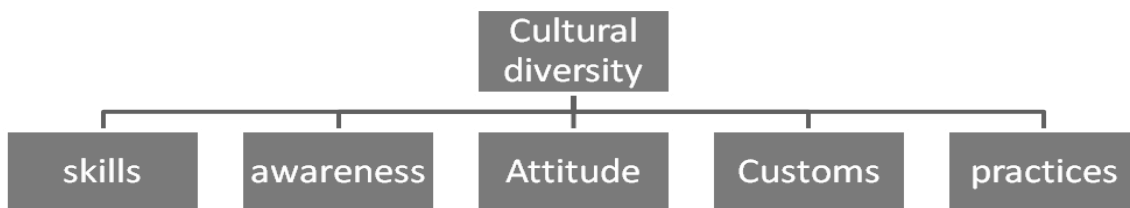


**Figure 2:** The theoretical structure of the cultural diversity model

In India, the concept of multiculturalism is very distinct as stated by Parekh (2000) as it is a democratic country having a common criminal rule but as far as the civil rule is concerned it is not the same[8].It is the need of the hour to understand the intricacies of multiculturalism for keeping a harmonious relationship with a diverse group of people. The values can be imbibed from childhood and school, college, and family plays a pivotal role. To know and understand the concept of 'multiculturalism' is a requisite of today's teaching pedagogy as it a high time to make focus as the young minds have to ingrain the notion of multiculturalism[9].

James stated in his research that it is really important to know the viewpoint and awareness of the teachers who are going to teach in a multicultural classroom where the students are from varied backgrounds. As per the perspective of the teachers are concerned, they have a very optimistic approach but they believe that proper training needs to be given to the teachers and proper designing of the curriculum focusing on the requirements of a multicultural classroom.

Various researchers believe that students learn very quickly and grasp things from their environment. It is very evident due to the surroundings sometimes they become bias and

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unfair with people from other cultures because it reflects their nurturing. The students need to get familiarize with the multicultural environment as it must as they have to face the world[10].

India is a land of varied cultures which have their own significance, carrying the values and ethics. It is not always easy and feasible to include them in the course or syllabus. Sometimes it is very challenging to incorporate in the studies as every culture has its own unique identity[11]. The teacher has to confront the situation when the student belongs to different cultures. It becomes the responsibility of the teacher to understand the difference of cultures responsible in the upbringing of the students[12].

It is an optimistic theory that can give all kids the same chance to read and write, regardless of their caste, creed, socioeconomic class, or gender[13]. We can also say that it is the acceptance of our shared humanity and the reality that our differences simply make us different from one another, not better or worse. The reform movement can be achieved along with philosophical idealism and notion through multicultural education. Multiculturalism, in which social structures are not uniform, diverse identities and cultures coexist, and differences are not seen as sources of conflict but rather as sources of richness, enables societal transformation[14]. Multiculturalism is founded on the idea of the nation state, which emphasizes linguistic, cultural, and regional union. The inclusion of cultural diversity within the political community has been regarded as a response to nation state administration [15].

Multicultural teaching practices are a field of study that aims to make education more open to all kinds of people, from all fields of study, including women's and ethnic studies. It's also seen as a way to assess and understand the challenges the world faces[16]. Banks looks at how bias affects what people are taught, while Bennett emphasizes the idea of multicultural teaching as a way to understand and interpret connections between people and places, as well as society, rather than just a universal view(Chen et al., 2012;Watson & Leicester, 2006)[19].

In the meantime, the multicultural educational approach is conceptualized as a collection of theories with descriptions that define and evaluate the reputation of folklore, racial and cultural multiplicity in defining existence, understandings of society, individual identity and educational prospects of all individuals, whether they are individuals, society or states. The gay views of multicultural education approach focus on considering individual values, whereas Banks emphasizes equal treatment and opportunity for each individual [20]. Still all the researchers show resemblances and variances in the way the researchers define multicultural educational approach. All the researchers emphasized that the individuals coming from one particular society and with different economical background should respect the other came from different social and economic background [21].

In the 1960s, multicultural education was originally conceptualized, and over the years, it has been altered and adjusted. Multicultural education has also been conceptualized as cross-cultural education, pluri-cultural education, and bicultural education[19]. These all represent the multicultural education that has been polished and perfected. The bi-cultural educational system approach, which is not widely defined and applied there, can be roughly

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compared to the multicultural educational approach as it is currently practiced in the United States. Without multilingual education, biculturalism cannot exist. Cultural education promotes biculturalism. "Biculturalism cannot exist without bilingualism. Bicultural education fosters biculturalism. a phrase for biculturalism that also refers to multicultural education because the two have different personalities—active vs. passive. Multicultural education, according to Bank, is a combination of idea, educational reform and process [18].

According to many multicultural education theorists, the idea was not incorporated into the educational system, thus lecturers, trainers, and instructors who are interested in multicultural education need further training. They also believed that secondary school instructors had a wealth of knowledge and perspectives on the subject. There are several research studies and case studies in the area of multicultural education, but primary school teachers don't appear to have access to them[22]. So, some incentive and training are required to maintain the growth and improvement. Additionally, it was noted that there was confusion regarding multicultural policies and philosophy in urban schools[23]. Therefore, several analysts looked at whether student perception of the teacher was also a role. The outcomes for the multicultural students are not comparable. This accomplishment gap is typically measured by factors such as test scores, college enrollment rates, and dropout rates[24].

Maximum descriptions can be categorized into a variety of groups. Inborn intelligence is caused by genetic differences and biological traits, and scholastic success is the result of that inherited ability [25]. Since it serves as a beneficial resource, multicultural education is not a problem but rather a blessing. Numerous educational systems are working to address this and are constantly inventing effective strategies to achieve their objectives. Norway cited the globalization of education as a contributing aspect to their society's values. According to their research, having a mix of multilingual pupils in the classroom encourages students to acquire various languages and cultures, which is beneficial for their society. In doing so, Norway views the foreign and immigrant students as a resource that may enhance the diversity of the classroom. [26].

A student's language proficiency should be evaluated throughout the admissions process while taking into account the impact of their home tongue and the language of teaching, according to academics. The teacher will find it simpler to instruct each student individually in accordance with their needs as a result(Coelho, 2018; Nusche, 2009).

Variation in age, gender, social class, and locality will all have a potential impact; and judgments about weightiness will also depend on a range of cultural factors. From a multi-cultural and multilingual viewpoint, it is usually thought that English-speaking cultures forced more emphasis on the sovereignty of an individual than other cultures, so that evasion of direct obligation on the listener in directives.Researchers also emphasizes that while conducting language classes in multilingual classroom, instructor should incorporate and accentuate the role of socio- cultural domain which minimizes the gap between the native or the mother tongue language and the language of the College. Globally researchers has conceptualized that ecological and socio cultural perspective plays a pivotal role in Second Language Acquisition(Banks, 2016). According to many experts, trans-

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language integration occurs when two or more languages are combined in an organised way [28].

The cultural impact is always visible in the speech of a person [29]. Even when someone is speaking a foreign language, their mother tongue and culture are always quite present. Understanding the context rather than the wording is crucial. From the perspective of multicultural communication, it is challenging to comprehend the precise meaning of a word because it might occasionally deviate from the true meaning due to an individual's culture, religion, beliefs, or previous experiences (JimFuoto et al., 2001).Rivera claimed to have researched students' perspectives on language mixing. According to their study on "Analysing Student Perceptions on Trans-Language," the majority of respondents said they were undecided (the neutral response). This question is posed based on gender differences rather than on sentiments [30].

In an effort to understand faculty members' perspectives on multiculturalism in higher education, researchers discovered that faculties have observed a diversity of behaviours among students from various social, cultural, and economic backgrounds. Students' communication issues present a significant difficulty for teachers in the classroom. Cultural differences are less important in technical education because the subject is technical and concept-based, but they are more important in international relationships because the students come from various nations. Their responses to the questions demonstrate the influence of their varied cultures. Asian students are slightly more reserved than European students, and students from various nations and cultures exhibit distinct behaviours. [31].

Researcher has noted in his research that faculty members believe that multiculturalism in classroom instruction is essential given that students come from a variety of ethnic backgrounds. Due to globalisation and the expansion of business, it is essential for people to be aware of the customs of other cultures because doing so will affect their ability to advance professionally. According to Yusof's research, 85% of Malaysian instructors are aware of the value of multicultural education. Since they are aware of the many backgrounds and cultures, teachers employ a variety of instructional strategies. Both monoethnic and multiethnic teachers agree that sufficient preparation and education are necessary for teaching in a multicultural classroom. Teachers from both backgrounds use a variety of teaching techniques to the tune of 95%. [32].

Theorists of multicultural education say that extra training opportunities for teachers should be offered since they feel their recommendations for educating teachers have not been implemented in actual classroom instruction. Although there is a wealth of literature on multicultural education, little is known about teachers' perspectives of it or their experiences with it. [25].

## III. THE CHALLENGES INVOLVED IN MULTICULTURAL CLASSROOM TEACHING

The world is becoming more globalised today, and as a result, every society depends on other societies. The need for the existing educational system to examine all of the

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problems and difficulties in the world is crucial as well as vital. Through genuine dialogue, education aims to close the gap in multi-cultural cultures. It enables academics to more clearly understand how a state or nation's actions should take into account how they might affect human society. It is crucial for the student to comprehend the value of having strong cultural and ethical values and to show that he is a responsible global citizen. India is the second-most populous nation in the world and is renowned for its cultural variety as a result (Rising, 2006; Soares et al., 2007).

Students receive an excellent and illuminating education thanks to multicultural teaching. This is expected because people don't just live in one culture; they also live inside it. It shows that even if people live in social environments, their culture has an impact on them as well. Through this process, they recreated and changed the social environment's cultural interactions. The focus shouldn't be solely on how and with whom one should speak in a multicultural school. It makes recommendations on how to initiate communication as well as how to encrypt and decrypt messages. Additionally, it makes recommendations to communicators regarding what should be sent when and under what conditions messages should be noticed and understood [14].

## IV. THE MOTIVATIONAL FACTORS FOR A TEACHER TEACHING IN A MULTICULTURAL ENVIRONMENT

In order to clarify the difficulties that develop in multicultural classrooms, numerous studies have been done. The first obvious issue is low academic accomplishment. Witsel emphasised that teaching and learning are challenging endeavors even when students and teachers come from comparable socioeconomic, economic, and cultural backgrounds. People could experience difficulties in the classroom as a result of interacting with students and teachers from different cultural backgrounds. This negatively affects the academic performance of the students. Teachers should therefore be offered opportunities for professional development that will aid in their understanding of how to analyse, educate, and inspire the use of multicultural teaching.[2].

The academic achievement of kids may be low or bad because the educational systems of the students' cultures and those of their new classrooms diverge. Some cultures value indirect communication over direct communication, freedom of speech, or candor. For instance, a Chinese student in a multicultural classroom using a Western educational system asked the teacher to refrain from asking him any questions during class. He was frightened of getting reprimanded and giving erroneous answers in front of the class because the direct questioning method of instruction was unusual in his culture. Because this Chinese student lacked an effective and positive role model in the educational and learning process of his local culture, the teacher found it challenging to teach and interact with him. We should anticipate the pupil to perform poorly as a result[34].

## V. IMPOVERISHED ACADEMIC PERFORMANCE

In the multicultural classroom, there are significant cultural disparities in how students interact with one another. The academic performance of international students suffers as a result of these differences. Students will perform badly academically if teachers

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and students in a multicultural classroom have different nonverbal communication styles because they cannot understand and express themselves openly and clearly to one another [2]. Another study found that children in multicultural classrooms commonly study content in a second language, which hinders their progress if they lack language proficiency. [35].

## VI. GETTING USED TO A NEW CULTURAL SETTING

According to some polls, one of the difficulties for international students in western education is the classroom's shifting cultural dynamic. This study found that because they are learning in a foreign environment, East Asian pupils are reluctant to engage in activities or conversation in the multicultural classroom. As a result, when students struggle to adapt to the classroom environment, communication, teaching, and learning problems between teachers and students may develop. According to the same research, not all international students may be comfortable with all activities in the multicultural classroom that need interaction and communication, such as group study, lectures, individual learning, or cooperative learning. As a result, some students find that being in a new, unfamiliar place is an issue that has an adverse effect on their performance. [3].

## VII. SELF-CONFLICTS AS WELL AS WITH THE MODERN ETHOS

Trust issues with oneself and the new culture are prevalent in the intercultural classroom. Another study found that there was an emotional response, notably confidence, between teachers and their students in the multicultural classroom. Building trust between students and teachers in the classroom is essential. The results of this inquiry also indicated that instructors' teaching strategies and materials needed to be modified in order to gain a deeper grasp of the cultures of the students. Children will feel respected and safe in the presence of their teachers and peers as a result of their trust in you (multicultural classroom).

## VIII. THE EXISTING METHODOLOGIES SUPPORTING MULTICULTURAL CLASSROOM TEACHING

Culture and education work together harmoniously. Culture must be portrayed in the curriculum and be acceptable to students and their cultures because it is such a crucial component of education. For instance, when a teacher gives directions in the classroom that reflect the cultures of the pupils, the students may perform better and have more confidence as a result of their increased comfort. Additionally, in the multicultural classroom, teaching methods and teacher personalities ought to be clearly evident and play a significant role in the development of students' self-confidence and sense of success. Teachers in this type of classroom should organize or set up activities both within and beyond the walls, like field trips and group projects. These activities enhance interaction between students and individuals from diverse cultures, which can support direct.

## IX. TEACHING METHODOLOGY CONSIDERED FOR MULTICULTURAL CLASSROOM TEACHING

The idea of blending different civilizations denotes a new course for the future. A growing strategy for changing the educational and teaching system, multicultural teaching

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critically examines and places emphasis on current educational insufficiencies and affected practises. It has been established that intercultural education enables pupils to complete assignments with complete honesty and dedication. Additionally, it promotes gender equality and raises awareness of its significance. Multiculturalism offers the chance to acknowledge and respect the various cultures, as well as to support the value of cultural acquiescence[18].

The idea of blending different civilizations denotes a new course for the future. Teaching across cultures is aIt might be extremely important in changing students' life away from the classroom. Using this method can help students become more confident and more likeable since the positivity and self-assurance they gained in the classroom is carried over into their homes and the society in which they live. It also makes it easier to get along with people of different religions and cultures. This strategy might result in fruitful cross-cultural mixing and engagement. (Reference no. 17-    S. H. Chen, M. Kennedy, and Q. Zhou,)

According to Banks, "multiculturalism is not only a philosophical idea but also a way of living and educating students who come from societies that differ in socioeconomic behavior." This strategy is not just applicable to diversity at this level. The diversity of the country, gender, dialect, or any other factor could be to blame [29]. Researchers emphasized that this type of strategy must take into account every institution's component, including students, employees, teachers, curriculum, and all institutional societies[36].

## X. CONCLUSION

The teachers play a pivotal role in raising the learning capacity of the students in multicultural classroom. It is very important for the teachers to know the background, language, cultural background, education level and an experience (if any), so as to create an environment of the class room comfortable and interesting. Teacher should keep on updating himself/herself about new technology, subject knowledge. It is necessary for the teachers to be calm and composed while handling the issues of the students in the multicultural classroom without becoming biased. Teacher should try to maintain good relation with its students and also help them in becoming a good human being.

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