Statistical analysis for the improvement in teaching pedagogy by changing the syllabus design under multicultural and multilingual classroom

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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.

**Key words:** Multicultural, Multilingual, English, factors & challenges.

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.

Multicultural classroom teaching is directly associated with the background and teaching and learning process of a teacher and the student [2]. Multicultural education includes theories based on the practical approach by providing opportunities to the students [3]. The population of India is compiled of people of various cultural backgrounds with diversity and multiplicity therefore there is a relationship between multiculturalism and teaching practices and edification. The faculty and a student may face some challenges and issues due to difficulty in adopting different cultures and backgrounds, may have a trust problem, use of different teaching pedagogies for teaching and learning. Figure No 1 is an instance of challenges and issues while teaching and learning in a multicultural classroom in India.

Figure No 1: Overview of present issues in the multicultural classroom teaching and learning

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                    │  Multicultural      │
                    │  classroom          │
                    │  teaching & learning│
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              ↙              ↓                ↘
  ┌──────────────────┐ ┌──────────────┐ ┌──────────────┐
  │ Difficulty in    │ │ Trust problem│ │ Different     │
  │ adopting         │ │              │ │ teaching      │
  │ different culture│ │              │ │ pedagogies    │
  │ & background     │ │              │ │               │
  └──────────────────┘ └──────────────┘ └──────────────┘
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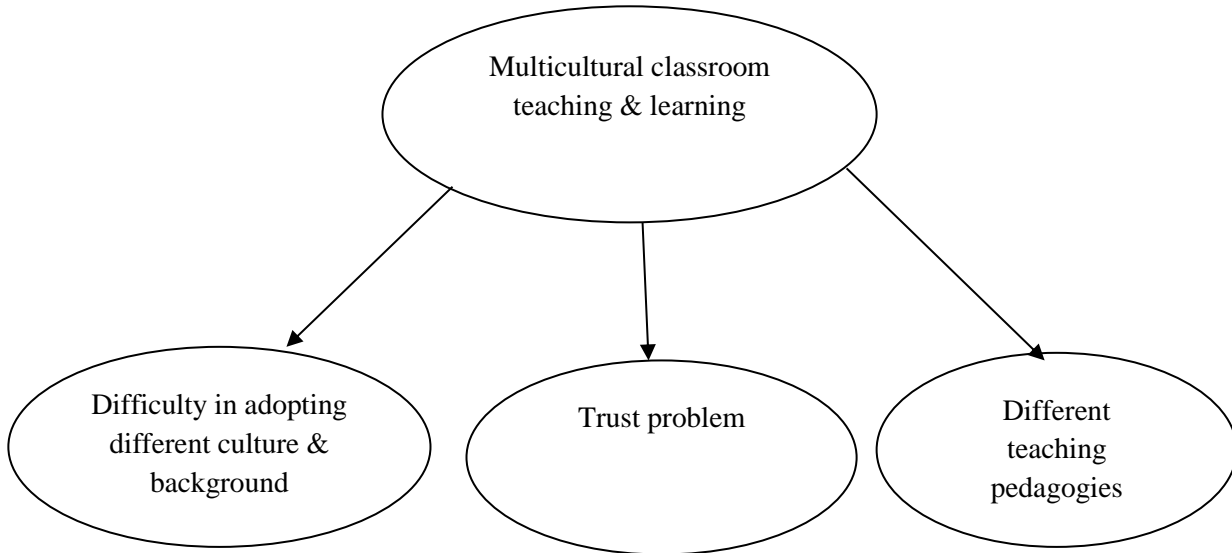
A. The perceptions of teacher and student about teaching and learning English as a second language in a multicultural classroom teaching

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 [4]. 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 [5].

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 [6]. Figure No 2 shows the theoretical structure of the cultural diversity model.

Figure 2: The theoretical structure of the cultural diversity model

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                        ┌─────────────┐
                        │  Cultural   │
                        │  diversity  │
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│skills│  │awareness │  │ Attitude │  │ Customs │  │practices │
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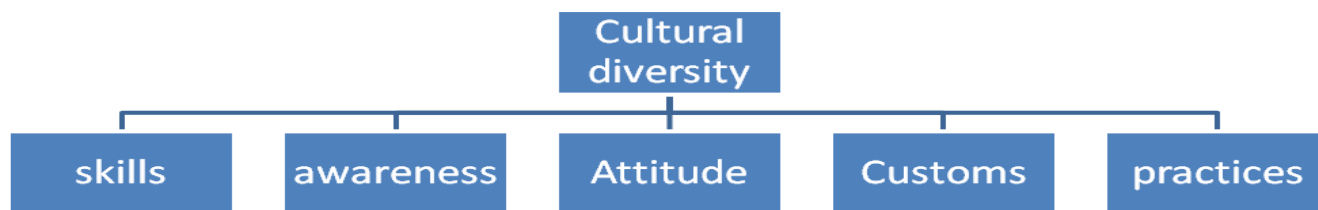
In India, the concept of multiculturalism is very distinct as stated by Parekh (2000) as it is a democratic country having a common criminal rule but as far as the civil rule is concerned it is not the same [7]. It is the need of the hour to understand the intricacies of multiculturalism for keeping 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.

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 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 [8].

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. 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.

It is an idealistic concept which can provide equal opportunity to read and write despite of the students' caste, creed, social class or gender. We can also say that it is the recognition that of our common humanity and of the truth that our differences just make us different, not better or worse than one another. Multi-cultural education is the way to achieve a philosophical idealism and concept along with the reform movement. Multiculturalism, in which the social structure is not uniform, different identities and cultures co- exist, differences are not regarded as conflicts but a source of richness, provides for the change of society [1]. Multiculturalism is based on the principle and concept of nation state which emphasize regional, linguistic, and cultural union. It has been accepted as a respond to the management of nation state by including the cultural diversity within in the political community [9].

Multicultural teaching practice is the area of research planned that improve educational impartiality for the scholars and pupils who join to pursue the specified goal, perceptions, philosophies, concepts, and archistypes from all the field of study, especially for women's study and ethnic study. Likewise, it is explained multicultural system of educational approach as a background to evaluate and understand the difficulties faced in the world. Banks focuses impartiality on unintended received education, while Bennett highlights the idea as a resource to understand as well as interpret associations between persons and entities along with society over a universal view (Chen et al., 2012; Watson & Leicester, 2006).

In the meantime, it is conceptualized multicultural educational approach as a cluster of theories with descriptions which identifies and evaluates the reputation of folkloric, racial as well as cultural multiplicity in determining existences, understandings of societies, individual identity along with educational prospects of all the entities that might be individual, society or the states. Gay views of multicultural educational approach emphases on considering the individual's values, whereas Banks stresses identical treatment as well as opportunity for

each and every one [12]. 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 [13].

Multicultural education is first intellectualized in 1960s and in followed tears it was changed and modified. The multicultural education was conceptualized under various other names like cross cultural, pluri-cultural and bicultural education. These all are the polished and refined version of multicultural education. Multicultural Educational approach as in practice today in U.S. is more or less can be observed as the bi-cultural educational system approach that is not very much defined and practiced there. There is no biculturalism without bilingualism schools. Biculturalism is fostered by cultural education." There is no biculturalism without bilingualism. Biculturalism is nurtured by bicultural education another term for biculturalism multicultural education because of the difference in character between the two- active vs. passive. Bank defined multicultural education, as a blend of idea, educational reform and process [11].

As per many multicultural education theorists, the suggestion was not infused in education system so additional training has to be given to lecturers, trainers and teachers involved in multicultural education. They also felt that the secondary level teachers do have ample of experience and perception regarding the same. There are so many of research works and case studies in the field of multicultural education but the teachers at primary level not seem to go through that. So, to sustain the growth and improvement, some motivation and training is needed. It was also observed that in the schools of cities, a misunderstanding amid the multicultural philosophy and policies. So, some analyst investigated that the perception of teacher was also one of the factors. The multicultural students don't have similar outcomes. This achievement gap is generally coined in form of dropout ratio, test scores, college enrolment rates etc.

Maximum descriptions can be put into one of numerous classes. Genomic discrepancy and biological characteristics are responsible for the inborn intelligence and academic merit is the product of that inherited ability [14]. The multicultural education as not a problem but a blessing as it works as a valuable source. Several educational systems work on that and continuously improving themselves with developing suitable approach to attain their goal. Norway explained globalization of education as the value aided factor for their society. As per their studies, blend of multilinguals in class room promotes their students to learn new languages and cultures that is a valuable thing for their society. In process of that Norway treats the foreign and immigrant students as an asset which can add on some fruitful flavor in multicultural classrooms [15] .

As stated by researchers, in multilingual and multicultural classroom it is very important to analyze the language proficiency of the student during the admission process keeping the mother tongue influence and the language of teaching in the mind. This will help the instructor to guide the student specifically as per the requirement of particular student (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). Different researchers explained that when integrating two or more languages in a structured way this implies Trans-language [18].

The cultural impact is always visible in the speech of a person [19]. While speaking there is always a strong influence of mother tongue and culture, even the person is using a foreign language. It is very important to understand the context rather than the language. From the point of view of multicultural Communication, it is difficult to understand the exact meaning of the word as sometimes it is far from the correct meaning because sometimes it is influenced by an individual's culture, religion, beliefs or past experiences (JimFuoto et al., 2001).

Rivera stated that studied student attitudes on language mingling. In their research on Analyzing Student Perceptions on Trans-language, it has been found that the largest number of respondents indicated that they had no opinion (the neutral response). This question is asked not on the basis of sentiments rather on the basis of male and female [21].

Researchers have tried to find out the faculty members opinions about multiculturalism in higher education, found that faculties have witnessed diversity in behaviors of the students who came from different social, cultural and economic backgrounds. Communication problem is a big challenge among the students and in the classroom teaching. In technical education cultural differences do not plays much importance as the subject is technical and concept based but in international relationship it is required more as students are from different countries. The impact of their diverse culture is clearly visible in their way of answering the questions. Asian students are little shy than the European students, students from different countries with different culture acts in different way [22].

It has been observed by him in the research that faculty members are in the opinion that it is very important and necessary to have multiculturalism in classroom teaching as students are from diverse culture. As globalization is there and business is growing, so it is required to know the etiquettes of various cultures, as it will impact their professional growth. Yusof has found in their research that 85% teachers in Malaysia understand the importance of multicultural education. Teachers use different ways of teaching as they understand the diverse culture and background. Teachers from both mono ethnic and multiethnic environment feel that proper training and education requires for teaching multicultural classroom. 95% teachers from both the backgrounds use multiple ways of education methods. Different teaching pedagogies show the teacher's commitment and contribution in understanding the diverse culture of students and provide equal opportunity to all the students to learn in multicultural classroom [23].

Multicultural education theorists claim that their suggestions for training teachers have not been infused into classroom teaching and so maintain that additional training opportunities should be provided for teachers. Although there is ample literature regarding multicultural education, there is scant research discussing teachers, perceptions and experiences with multicultural education [14].

III.   The challenges involved in multicultural classroom teaching

Today the world is more global and in this era of globalization each society is dependent on other societies. It is important as well as critical that the current education system should look into the challenges and glitches of the world all together. Education tries to bridge the gap in multi-cultural societies through real communication. It permits scholars to better comprehend that the activities of a state or country should incorporate the implications which should influence the human society. It is important for the student to understand the significance of being culturally and ethically strong and demonstrate his identity as a responsible citizen globally. India is a second highly populated country in the world and known for its cultural diversity because of this, it is sometimes very difficult to analyze the curriculum as it carries students from different culture, religion, gender, Hofstede comments, "cultural variances are a nuisance at best and often becomes a calamity (Rising, 2006; Soares et al., 2007).

Multicultural and teaching provides excellence and constructive education to students. This is predictable as human beings also live culturally not just live in culture. It indicates that while living in social environment, the human beings are also influenced by the culture in which they live. In this process they reshaped and reconstructed the cultural interaction of that social environment. In multicultural classroom the emphasis should not be given only on how and to whom one should communicate. It also suggests how to start the communication and how to encode and decode the messages. It also suggests to communicators what and when should be sent as well as the circumstances under which the messages to be noticed and interpreted [25].

IV.   The motivational factors for a teacher teaching in a multicultural environment

Several researches have been conducted to explain the challenges that arise in multicultural classrooms. To begin with, low academic achievement is an evident problem. Even when students and teachers come from the same socioeconomic, economic, and cultural backgrounds, Witsel emphasized that teaching and learning are difficult tasks. As a result, individuals may have challenges in the classroom while dealing with pupils and teachers from diverse cultural backgrounds. This has a detrimental impact on pupils' academic performance. As a result, teachers should be given chances for professional development that will help them understand how to assess, train, teach, and be motivated to apply multicultural teaching [2].

Because the education systems of students' cultures differ from those of their new classrooms, pupils' academic attainment may be low or poor. Some cultures favour indirect relationships to direct relationships, free speech, or frankness. For example, in a multicultural classroom in a Western educational system, a Chinese student requested the instructor if she could refrain from asking him any questions in class. Because the direct questioning style to teaching was uncommon in his culture, he was terrified of being chastised and delivering incorrect answers in class. The instructor had difficulty teaching and dealing with this Chinese student because he lacked an effective and good role model in his native culture's education and learning process. As a result, we should expect the student to perform poorly in his academic endeavors [26] .

V.   Impoverished academic performance

There are major differences across cultures in communication or interpersonal connections of students in the multicultural classroom. These discrepancies have a detrimental impact on overseas students' academic performance. If instructors and students in a multicultural classroom have distinct nonverbal communication styles, they will be unable to comprehend and communicate themselves openly and clearly to one another since they do not have the same; as a result, kids will perform poorly academically [2] . According to another study, children in multicultural classrooms are frequently studying subject in a second language, which has a negative impact on their success if they do not have language competency [27] .

VI.   Getting Used to a New Cultural Setting

According to certain surveys, one of the challenges for overseas students in western education is the changing cultural nature of the classroom. According to this study, East Asian students are hesitant to participate in activities or talk in the multicultural classroom since they are studying in a foreign atmosphere. If a result, communication, teaching, and learning issues between teachers and students may arise as pupils fail to adjust to the classroom setting. Some activities in the multicultural classroom, such as group study, lectures, individual learning, or cooperative learning, which entail interaction and communication, may be unfamiliar to all international students, according to the same research. As a result, for some students, a new, unfamiliar environment is a problem that has a negative impact on their academic performance since the educational environment is culturally different [28].

VII.   Self-conflicts as well as with the Modern Ethos

In the intercultural classroom, trust concerns with oneself as well as the new culture are common. An emotional interaction, particularly confidence between instructors and their pupils in the multicultural classroom, was discovered in another study. It is critical to create trust between students and teachers in the classroom. The findings of this investigation also showed that to get a better understanding of the students' cultures, instructors' teaching materials and techniques should be adjusted. Pupil's faith in you, as a result, kids will feel respected and protected in the presence of their instructors and peers (Multicultural classroom).

VIII.   The existing methodologies supporting multicultural classroom teaching

Education and culture have a symbiotic relationship. Because culture is such an essential element of education, it must be reflected in the curriculum, and it must be acceptable for students and their cultures. When a teacher's classroom instructions are in line with students' cultures, for example, these instructions may boost students' success and confidence as a result of enhanced comfort. Furthermore, teaching techniques and teacher personalities should play a visible and vital part in the development of confidence and accomplishment in the

multicultural classroom. In this style of classroom, teachers should plan or arrange activities both within and outside the classroom, such as group study and field excursions. These events encourage students to contact with people from various cultures, which can help to promote direct cultural awareness among students.

IX. **Teaching methodology considered for multicultural classroom teaching**

The notion of blend of several cultures signifies a novel direction towards the coming time. Multicultural teaching is an escalating method to transform the educational and teaching system which critically investigates and emphases on contemporary insufficiencies and influenced practices in education. It is being founded that multicultural teaching helps the students to perform work with full integrity and dedication. It also cultivates the importance and awareness of gender equality. Multiculturalism provides the opportunity to realize and respect the diverse cultures and their beliefs and traditions, also to endorse the relevance of cultural acquiescence [11].

It may also play a crucial role in transforming the lives of students outside the teaching space. The confidence and personality of the students can be improved by using this approach this confidence and positivity that the student gained in the teaching space also extends to the home and the society in which the student lives. It also improves the skill to mingle with the mates of other creed and culture. This approach may lead towards a positive cross-cultural mingling and interaction.

As it is stated by Banks that "multiculturalism is not only a concept of philosophy but is an approach of living and educate the student coming from the societies differs in socio- economical behavior". This approach is not only limited to this level of diversity. It might be the diversity of land, gender, dialect or any other mean [29]. Researchers emphasized that this type of approach must cover each and every entity of the institution that can be the pupil, staff, teachers, curriculum and all the institutional societies [30].

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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Appendix

Figure 1

Overview of present issues in the multicultural classroom teaching and learning

Multicultural classroom teaching & learning

Difficulty in adopting different culture & background
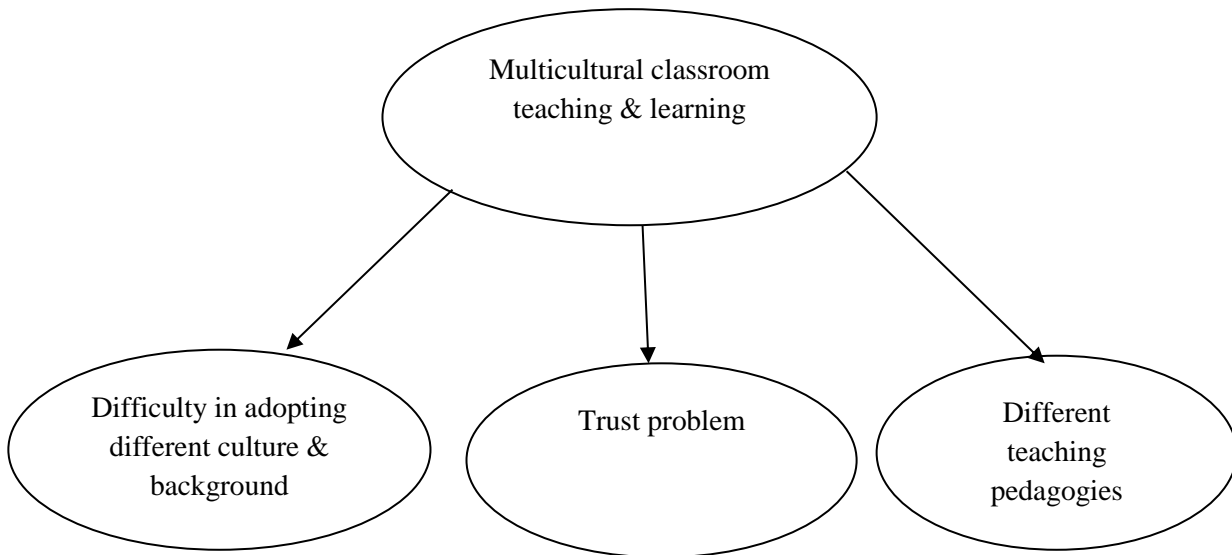
Trust problem

Different teaching pedagogies

Figure 2

The theoretical structure of the cultural diversity model

Cultural diversity

skills | awareness | Attitude | Customs | practices