Teaching and Learning in a Multicultural Classroom

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Abstract

Students from multicultural education are more tolerant and easier to accept people from different cultural backgrounds, as they get connected through group work and social activities, which enable them to acquire knowledge about different ethnic groups and cultures, religions and race.

Cultural diversity in the learning environment is seen to have several advantages and impact on learners’ career, because they promote positive attitudes to functioning and living in a global society, reducing cultural misunderstanding and anxiety, as well as prejudice especially in very close societies where strangers are seen as danger to their community.

Students from a multicultural educational background are highly impacted by high interactive spirit, which is a big gain in multinational cooperation. They can more easily adapt to changes and new cultural environments, because they are never shy to make contacts, and more open for conversations compared to students from non-multicultural learning institutions.

My research findings have proven that the advantages and the impact of a multicultural learning environment on students are overwhelming and we can improve students’ understanding about cultural diversity in classroom through creative and modern teaching and learning methods and techniques.
Acknowledgement

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Moreover, my deepest gratitude to all my classmates with whom we share memorable periods throughout this course especially during group work. I could define the group as a small family with much love and kindness for one another.
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Chapter: 1 Introduction

1.1 Research Objectives/Hypotheses

In my thesis it is my intention to explore the specific features an effective multicultural classroom can offer to the learners. I am trying to explore the complexity of impacts learners have in such a multicultural setting, and I am seeking answers to the question what teachers/educators can do to increase the positive impacts and multiply the benefits.

My hypotheses are based on the assumption that cultural diversity has several advantages in the learning environment.

1. I assume that the methodological choices of the educators can have a positive impact on the learners’ attitudes to and opinions about multicultural issues.
2. I also assume that learners with personal experiences in multicultural classrooms tend to transfer the acquired skills to the world of work and are open to work in multicultural workplace environments.
1.2 Key Concepts

1.2.1 Multicultural or Multiculturalism

The term multiculturalism is very complex and diverse depending on the subject or context. Kymlicka (1995) refers to multiculturalism as Reflective approach on how to implement strategies to address cultural and religious diversity. In a political point of view, multiculturalism ranges from the promotion of equality to all cultural groups within society, to a Governmental policy of implementing and maintenance of cultural diversity, to policies in which people of different ethnic and religious groups are addressed by the authorities as defined by the group they belong to (Malik, 2010).

1.2.2 Culture

Culture is a broad term, which describes the way of life of a group of people within the community. Individuals from varied nationalities, ethnicities, and races all bring cultural traditions to their interactions, and it is up to teachers to recognize, celebrate and share these different perspectives.

Damen defines culture as learned and shared human design for living. The day-to-day living designs or models permeate all aspects of human social interaction and further mentioned that culture is mankind's primary adaptive mechanism. (Damen, 1987)

Kuper (1999) defines culture as follows: “The essence of a culture is not its artefacts, tools, or other tangible cultural elements but how the members of the group interact, use, and perceive them.” It is the values and interpretations that distinguish one group from another within our society, Hence, people act the way they do with respect to their society and by following the patterned ways of being human that are experienced in daily life”
1.2.3 Cultural Diversity

Bell and Griffin mentioned that programs with diversity focus are to helping students understand their personal experiences as members of different social groups and listen to others talk about their experiences and views. It focuses on respecting and acknowledging sociocultural differences. Multicultural education supports strategies of transforming educational institutions so that students move from a personal understand of social group Identity through a structural approach to social equality (Bell and Griffin, 1997).

1.3 Theories of Multicultural Education

Traditional education is an instrument of conservative multiculturalism and considers multiculturalism as a dividing tool and insisted that the values and norms of dominant cultural groups should be assimilated. (Grant and Ham, 2013).

Right-wingers emphasize on long established Learning style, materials and heritage to Achieve social order (Banks & Banks, 2007). Conservatives lives with fear and stereotype with the existence of harmful thoughts conceal under values such as diversity and pluralism and nourish endlessly on the stories of multiculturalism in Public schools (Hopkins-Gillispie, 2011; Stotsky, 1991, 26).

Meanwhile Liberal multiculturalism accepts social justice for all irrespective of race, colour, religion etc (McLaren, 1995). Liberal multiculturalism focuses towards the respect for socio-cultural differences, supports cultural sensitivity in school curriculum and instruction, admire and value different traditions (Banks, 2010).

Grant (1994) States that liberal multicultural education suggested the integration and inclusion of, learning styles, strategies, schools and parents into education programs. In this perspective, teachers apply Teaching contents that includes other cultures. Teachers should try to understand students from diverse cultural backgrounds and be open to communicate with parents. Liberal multicultural
considers culture has been dynamic as in contrast with conservatives who consider it as static. (Hopkins-Gillispie)

Critical multicultural education theory expands on the educational program and instruction focused on liberal multiculturalism and emphasizes the importance of structural changes providing a cultural framework and context as to how unequal power relations are maintained at a structural and institutional level in daily interactions (May and Sleeter).

Grant blamed modern society and states for the pressure one group exert on others, and stated that it should be eliminated, and school programs should be restructured to match the concerns of minority groups. Grant perspective emphasizes on that educational practices, class management and support for a normal class that consider the needs of all students are possible and suggests that diversity should be considered in as many aspects as possible. (Grant, 2006)

Critical multicultural education supports different cultures and inter-cultural students in a society. Critical multicultural education supports different educational programs which include: pedagogic, social relations, and democratic initiatives at schools (McLaren, 2003). Critical multicultural education considers teachers as students who transform themselves through their own personal means and interactions with others (Freire, 1998). From a critical perspective, racial and ethnic prejudices are questioned, but critical multicultural education requires transformative actions for a multi-ethnic, multicultural, democratic, equal and inclusive social transformation in all educational practices. Therefore, according to critical multicultural education view, the world has to change (Hopkins-Gillispie, 2011).
1.4 Literature review

Teaching in a culturally diverse classroom is seen as a challenge as teachers must be able to deal with students from different cultural backgrounds in limited space and time. So, it’s essential for teachers to first assess their personal attitudes and intercultural behaviours towards students who look different from them or come from different ethnic backgrounds. (Geneva Gay, 1978).

Knowledge about cultural differences and ethnic diversity is required to achieve an effective multicultural classroom. Teachers should learn to appreciate and value diverse views through an effective understanding of the history, customs, habits, and cultural assets of different ethnic groups within the classroom. (Geneva Gay, 1978).

Stotsky, suggested three guidelines to consider when making decisions on what and what not to include in literature curriculum: “Replace more contemporary works (those published since the 1970s) than older works, since there seem to be fewer pre-twentieth-century works than twentieth century works in most literature curricula today” (Stotsky, 1991b)

Teachers’ openness and tolerance to inter-ethnicity is vital to achieving a cultural pluralism in the classroom, where students feel proud of their cultural values and practices. Using diversity to create inclusive by making students to work together or in groups to accomplish a task, which might be different for a disabled student to solve it alone and restructure playing activities when you notice gender of racial discrimination. (Plous, 2002)

Apart from their flexibility in the area of methodology, a teacher should use a multisensory approach to appeal to different learning styles.

Still, it is feasible, if we can create a positive and trusting classroom environment in which all students are made to feel valued, respected and welcome. The one that combats stereotypes and prejudices allows multiple perspectives and ways of
thinking, and helps students develop a positive self-image. In such a classroom, students can develop not only knowledge and skills, but also multicultural awareness, if they are willing to coexist and cooperate with each other as well as accept and appreciate their varied backgrounds.

Universities around the world offer variety of international and exchange programs that open doors for a diversified learning environment intend connecting students from multicultural and racial background through group work, social activities as well as creating a knowledge base about different cultures, race religion etc. In the same process promoting positive attitudes about functioning and living in a global society and reducing cultural misunderstanding, anxiety as well as prejudices, especially in very close societies were strangers are danger to their community.

Multicultural classrooms help students to gain different opinions, knowledge, point of view, solutions, and positive attitudes. Banks mentions that knowledge construction is an alternative dimension of multicultural education and can help curb negative attitudes and prejudice between groups of students in the classroom. (Banks 1994)

The willingness for us to accept and tolerate cultural diversity in Multicultural schools can help bring all cultures together in harmony. (Harri Daniel, 2010)

According to Sleeter & Grant, the intercultural framework and structure of multicultural education helps to promote excellence in performance of all students irrespective of race or colour. (Sleeter & Grant, 1999)
Chapter: 2 Teaching Styles and Approaches to Achieving an Effective Multicultural Classroom

Multicultural perspectives should permeate the entire teacher education curriculum, including general education courses and those in academic subject matter areas (Zeichner et al. 1998).

Kenneth Howe (1997) mentions: “From the perspective of social justice, teaching practice involves an amalgam of knowledge, interpretive frameworks; teaching strategies, methods, and skills, as well as advocacy with and for students, parents, colleagues, and communities. This includes the pedagogical strategies and methods teachers use as well as how they think about their work and interpret what is going on in schools and classrooms. It also involves how teachers pose questions, make decisions, and form relationships with students, how they work with colleagues, families, communities, and social groups. From this perspective, part of teacher education is preparing new teachers to challenge the cultural biases of curriculum, educational policies and practices, and school norms.” (Howe,1997)

Vygotsky mentioned that Cooperative Learning is often used in culturally responsive teaching. It is necessary to enhance a feeling of acceptance, a feeling of belonging and leaning together. (Vygotsky, 1978) Learning is social

2.1 Creating Self-Awareness

To achieve an effective multicultural classroom, teachers must be constant aware of their teaching styles, verbal and non-verbal language, and behaviours, which can reflect racism or bias when teaching students from diverse ethnicity. Negative feelings and attitudes towards diverse society act as a barrier to achieving a successful learning environment, those self-awareness and respect towards inter-ethnicity is an important tool/technique to prepare teachers for a multicultural classroom. (Geneva Gay, 1978)
Nias (1996) emphasises the importance of critical reflection for teachers’ personal understanding and professional development. In that respect, intercultural professionalism would require teachers to be willing to reflect upon any conflicts they encounter and consider how their ideas, likes, dislikes, and fears affect their interpretations of their students (Talib, 2005, 2006).

Organise approaches to identity through examining and systematic classroom observation are useful strategies to enable teachers to become more aware about their interethnic attitudes and behaviours.

Teachers should reflect on their own practice and answer questions to themselves about their own beliefs and attitudes in relation to racial and ethnic groups; about their own lifestyle, experiences, ethnic heritage, and cultural experiences influence that had an influence in their racial attitudes and beliefs; what they know about different ethnic and racial groups. (Geneva Gay, 1978)

It is necessary for teachers to be aware of their interethnic attitude as well as familiarize themselves with systematic observation techniques to keep record of their classroom attitude.

Geneva Gay further suggested that teachers should collect data on their teaching style by asking themselves questions such as: Do I differentiate my teaching behaviours according to the ethnicity of my students? What kind of communication behaviours and habits do I use that are stereotyping, demanding and alienating to ethnically different students? (Geneva Gay, 1978)

In order to answer the above questions, teachers should consciously keep track of their attitudes and behaviours towards students with different ethnic background, which in return will enable them gain insight and valid information through research and analysis about students or members of different cultures. Self-consciousness is an important tool to enable teachers achieve effective multi-cultural classroom, although in most cases teachers are unconsciously bias or
unaware about their attitudes and behaviours towards students from diverse ethnicity. Using different cultural experiments to prepare lesson design will add values and creating a conducive classroom atmosphere for all. (Geneva Gay, 1978)

Teachers are usually unaware of their comments joke they make in class towards students of minority groups, which reflect prejudice or racism. However, these racist jokes and comments are usually detected by students before could even realize themselves, so it is very vital for teachers to always examine their personal attitudes in class to seek to understand how your behaviour influence them. (Trent Lorch, 2019)

2.2 Cultural Knowledge Acquisition

Knowledge about cultural differences and ethnic diversity is required to achieve an effective multicultural classroom. Teachers should learn to appreciate and value diverse views through an effective understanding of the history, customs, habits, and cultural assets of different ethnic groups within the classroom. A vivid knowledge about other ethnic groups of students is seen as an instrument for teachers to achieve socio-friendly teaching style, which involves all students irrespective of race, gender, sexual orientation etc. Valid fundamental knowledge such as communication styles, norms, values and customers from their home countries which might be from the school norms, are very crucial to cultivate an effective multiracial learning environment.

The historical experience and socialization of enculturation processes of different ethnic groups are essential for grooming teachers for a multicultural classroom. It enables them to develop a positive attitude and behaviour towards students from diverse cultures as well as creating a more interactive atmosphere in the classroom, because teachers can modify curriculum contents, teaching styles,
2.3 Creating a Pluralistic Classroom Atmosphere.

The socio-psychological atmosphere conveys a message on how teachers communicate, interact with students from diverse ethnic backgrounds in a multicultural classroom. Accepting cultural differences is a valuable component to structuring curriculum and teaching techniques necessary for a multicultural classroom. A classroom with more tolerance towards inter-ethnicity and where diversity is prioritized in teaching curriculum is valuable to achieving a peaceful and affective learning environment. (Geneva Gay, 1978)

Classrooms and school halls should portrait and use inspiring expressions as a sign of teachers’ and the institutions’ acceptance and tolerance towards diversity and as a very important factor to achieving an effective multicultural learning environment.

Creating Cultural pluralism in the classroom is an important competent, which will help students from diverse ethnic backgrounds feel a sense of involvement within the classroom.

Teachers’ openness and tolerance to inter-ethnicity is vital to achieving a cultural pluralism in the classroom, where students feel proud of their cultural values and practices.

2.4 Selecting Literature

There are three questions which need to incorporate in interethnic literature /studies in school curriculum which Include (1) Who should decide what ethnic groups and what cultures should be presented in a multi-ethnic and multicultural literature curriculum? (2) On what basis might currently studied works be
removed from the curriculum in order to make room for newer or different works?

(3) What local considerations should be kept in mind? (Sandra Stotsky, 1994)

It is essential for teachers to seek advice/opinions from diverse committees and organisations such as PTA (parents teachers association), civil and political groups in order to come to an agreement on which ethnic groups should be included in the curriculum. Opinions from a wide range of different groups will help the committee to come out with a better idea on which ethnic composition needs to be incorporated into the literature curriculum. Effective decisions about what or what not to include in school literature can be obtain from a wide range of views, opinions and agreements from different groups and representatives of the community. Meanwhile teaching strategies and techniques to be used should be decided by the instructors.

A reasonable balance between pre-twentieth century and twentieth century works are necessary for encouraging inter-disciplinary curricula with history departments for familiarizing students with our literary past, and for helping them understand the evolution of contemporary literature.

Reduce the number of works about those groups that may happen to be overrepresented in the curriculum, as may be the case with Eastern European Jewish Americans, African Americans, or Native Indians, and replace them with works that reflects a broader range of groups” (Stotsky, 1991b)

2.5 Integrating Experiences

Using diversity to create inclusive environment by making students to work together in groups to accomplish a task that might be too difficult for a disabled student if he should solve it alone. This approach will enable disabled students or students from minority groups feel inclusive. Always ask for a volunteer to represent the group rather calling up students from minority.
Nieto & Bode mentioned that multicultural education is inclusive and is for everyone regardless of one’s background. (Nieto & Bode, 2004)

Be knowledgeable and implement multicultural approaches that does not limit to holiday, cultural festivals and history months and incorporate them in the day to day life of the classroom by encouraging children to happily share knowledge about the ethnic traditions and customs. You should always restructure playing activities when you notice gender of racial discrimination. (S. Plous, 2002)

Chapter 3 The advantages of Learning in a Multicultural Classroom.

The world has become more diversified, and multicultural education is seen as the producer of great socio-active members of our society. As we can see from the literature review, it is essential for teachers to be acknowledge about different ethnic groups and endeavour to accept and tolerate cultural differences of students with diverse cultural background.

Multicultural classroom helps students to gain different opinions, knowledge, point of view, solutions, and positive attitudes from their classmates from diverse cultural back group which in return enrich them with a mix of experiences that can make big problem solvers, and strong team organizers.

Multicultural education increases productivity as tasks are accomplished by a variety of mental resources and promotes cognitive and moral growth among students. Moreover, it produces great creative problem-solving individuals through using different perspectives applied to the same problems to reach solutions. It also enriches students with positive attitudes towards members of diverse ethnicity and increase their relationships through achievement of common goals, respect, appreciation, and commitment to equality. Furthermore, it reduces stereotypes and racism through day-to-day contact and interactions among students from diverse ethnicity.
3.1 Prejudice Reduction

The purpose of prejudice reduction is to help students develop positive attitude towards ethnicity or members of diverse cultural background. Research have proven that intercultural curriculum in multicultural classrooms positively affects students’ racial attitudes, making them to become more cooperative rather than competitive and reducing cultural bias. Students are encouraged to work in groups with one another to create solutions to a given scenarios rather than to compete against one another.

Banks (1994) mentioned that knowledge construction is an alternative dimension of multicultural education and can help curb negative attitudes between groups of students in the classroom. An integrated curriculum enables students to have alternate view about out-groups, Fostering of cultural diversity in the classroom through consensus building. Integrated curriculum, administrative support, social activities, and staff training might reduce stereotype, fear or insecurity on both students and teachers.

A pluralistic classroom where posters, pictures, books, music, toys, dolls, and other materials are diverse in terms of race, ethnicity, gender, age, family situations, disabilities are vital for making diverse student populations feel included. It teaches them about the world beyond their classroom, and as a result, it helps them to eradicate negative attitudes and behaviours among students.

Recent studies have proven that shared passions, which is very common in multicultural schools, helps to connect students in various ways which include, sports, birthday, career goals can reduce prejudice in schools. Nancy Shute from NPR reported on a Stanford experiment aimed at finding out how a shared interest could reduce prejudice between students of different ethnicity.

In the experiment, Caucasian or Asian students were paired with a Latina researcher who posed as a fellow student to complete a music video project. The
researcher had been briefed on subjects (such as a film or book) each student was passionate about and brought it up in passing as a common interest.

After meeting their “partner,” the students were given an opportunity to choose between a song by a Canadian rock band or the Mexican band Camila for the video. All the students in the study chose the song by Camila for the video, and those who worked with the Latina student (researcher) reported decreased levels of anti-Latino prejudice, despite the experiment’s relatively short duration.

Multicultural Learning environments create global awareness within the class and enable students to become great thinkers with open-mindedness to share their views, feelings with members from diverse cultural background with less prejudicial behaviour and thinking. Students feel safe to talk about sensitive issues such as politics, religion and so on. All this helps to reduce prejudice within the school and society. (Trent Lorcher, 2019)

Researchers have proven that negative attitudes and behaviours towards members of diverse ethnicity can be reduced or eradicated through an integrated curriculum, administrative support, social activities, and staff training, ignorance reduce in multicultural classrooms. Rethinking Multicultural Education. Milwaukee, WI: Rethinking School Press.

3.2 Reducing Fear of the Unknown

Multicultural classrooms lead to a greater understanding of and appreciation for diverse ethnic groups within a school community. Diversity can manifest through different forms and Teachers needs to be knowledgeable in order to help students come out of anxiety and fear towards members of diverse ethnic groups. A respectful classroom environment reduces fear of the unknown. Students are encouraged to get to know each other and other cultures, share ideas, explore new content and carry this out with the feeling of safety and appreciation. In this type of environment there is willingness to share more of self because respect pervade
the environment. A respectful classroom is an open-minded classroom where students feel safe when they are sharing ideas.

3.3 Cultural Harmony

The greatest advantage of a multicultural curriculum is that it encourages understanding and tolerance between diverse groups and enable students to relate to one another in class, thereby creating harmony and co-operation.

Moreover, it helps engage cultures for greater social and economic benefits to live and learn in harmony. Researchers have proven that promoting genuine relationships with members of diverse groups, and thus taking part in the cultural activities of another group within multicultural schools can reduce implicit bias amongst students and promote cultural harmony.

The willingness for us to accept and tolerate cultural diversity in multicultural schools can help bring all cultures together in harmony. (Harri Daniel, 2010)

3.4 Enhance Academic Performance

The intercultural framework and structure of multicultural education helps promote excellence in performance of all students (Sleeter & Grant, 1999). Multicultural education increases productivity because a variety of mental resources is available for completing the same tasks and it promotes cognitive and moral growth among all people. Multicultural education also helps to build confidence and friendship between students and their teacher, which increases students’ performance. In collaborative learning situations, students not only get new ideas, but they rather get something new in their interactions. (Gay 2000, Sahlberg 2010)

3.5 Interaction and Positive attitudes
Multicultural education helps to improve effective communication among students, which creates awareness of race, ethnic background, language, sexual orientation, gender, age, disability, social class, education, religious orientation and other cultural dimensions. Interactive classroom helps students to acknowledge and accept diversity. Inclusive curriculum helps to reduce personal detachment and ignorance among students creates. Students get engaged through day-to-day group tasks. (Harri Daniel, 2010)

3.6 Creating tolerance between two groups

The greatest advantage of a multicultural curriculum is that it encourages understanding and tolerance between groups. Students can relate to one another in class, thereby creating tolerance and cooperation. As Students from different races come together in one classroom, this will ultimately give the teachers the chance to construct a positive classroom culture with their students. This will also lead the students to deepen and to strengthen their relationships with each other that are built on trust, respect, and empathy.

Multicultural education does not just focus on racial, religious, and cultural aspects, but it is rather aimed at increasing cultural awareness and tolerance of students from minority groups toward the culturally dominant mainstream, which ultimately leads to minority groups being integrated into mainstream society.

3.7 Eradicating cultural barriers

Multiculturalism aims at celebrating cultural difference rather than building barriers, good examples can be seen through multi-religious teaching, ritual performances, ethnic promotions, and multicultural day in schools that are considered important aspects of education policy to have (Barker, 2002).

Inclusive curriculum aims at providing educational opportunities to all, which motivate learners from diverse ethnic, cultural groups and social class to feel free to participate or become students of multicultural schools. By doing so it helps
students acquire skills and positive attitude to negotiate, communicate and interact with individuals from diverse ethnic groups to create a better society. (Harri Daniel, 2010).

Chapter: 4 Research methodology and Results

4.1 Survey Findings
In my thesis I used a questionnaire survey to explore the personal experiences and attitudes of adults in multi-cultural learning environments. Due to the lack of time, the sample size of 24 respondents is too low, which unfortunately means a limitation if we want to come to generally valid findings. On the other hand, compared to the sample size, the national variety is relatively wide representing respondents from seven different countries including European and Asian countries as well.

Respondents come from the age groups between 18 and 44+, but the majority of them were young adults between 18 and 24 years of age who are the students of the international preparatory program at Corvinus University of Budapest. Fig. 1. below shows the age distribution of respondents.

According to the findings the biggest challenges for them in the international environment is the language barrier and the cultural and communication differences. Only three of them felt completely comfortable and only one mentioned the lack of openness as a big challenge. It could, of course, be the personal attitude of the respondent, not necessarily refers to the environment.

It is very positive that regarding the possible conflicts arising from cultural misunderstandings 19 respondents do not have this sort of experiences. However, a further research should deal with the problem of discrimination against
foreigners, as 2 respondents mentioned it as an issue, which requires attention and deeper insight into the problem field. Teachers can do a lot to facilitate mutual understanding in the classroom. Findings show that not all teachers pay enough attention to this, as data show that 37.50% do not encourage communication about diversity issues. See Fig. 2 below.

![Figure 2. Communication about Diversity Issues](image)

Putting more emphasis on this aspect of the multicultural classrooms, the atmosphere can be improved considerably for all participants.

On the other hand, 79% of the respondents are experienced in using interactive exercises, so they have had the opportunity to work together with peers from other cultural backgrounds.
However, as Fig. 3 above shows, the result shows that still there is a considerable number of learners who have no personal experience in this field. The high majority of those (75%) who belong to the first group stated that working together in groups with others helped them understand the way of thinking of their classmates. My findings are in line with Grant’s argument that educational practices and programs, and class management that considers the needs of all students are important, and diversity should be considered by the teachers in as many aspects as possible. (Grant, 2006)

It is evident that working in groups is a challenge for everyone, and some may think that they could do the tasks alone as well, without being forced to adapt to other group members’ pace and abilities. As we can see in Fig. 4. only 29 % of respondents were fully satisfied with working in intercultural groups. However, considering that 46% who were satisfied, we can state that 75% of people had positive feelings and experiences about the impact of group work on their cooperation skills in a multicultural setting.
These findings suggest that in multicultural classrooms, if we build on the values diversity can bring into the common activities, learners are willing to work together, and it results in personal satisfaction.

At the same time, the findings regarding the usefulness of these experiences can lead to consequences that reassure and prove our assumption that cultural diversity has several advantages in the learning environment, and the methodological choices of the educators can have a big influence on the learners’ attitudes and opinions multicultural issues. Namely, all respondents find the experiences gained in a multicultural environment useful for their future career. 50% of them regard it very useful, 25% useful and another 25% somewhat useful. In terms of the working environment they wish to work in, it is a very promising outcome, as the vast majority of the respondents (95.65%) would love to work in a multicultural environment. This finding shows that respondents are aware of the advantages a multicultural working environment can offer them as a career prospect, and they are happy to benefit from them.
4.2 Conclusion

As a conclusion, we can state that even the findings of this survey of very limited scope could prove our hypotheses.

Our findings show that much depends on the methodological choices of the teachers/adult educators, who should be self-aware and evaluate their personal teaching attitudes and behaviours in a classroom both verbal and non-verbal communication if they facilitate multicultural understanding and cooperation in the classroom. Using diversity to create inclusive environment by making students to work together in groups benefiting from the advantages interactive methods and techniques can provide is an important way to make improvements.

Our research proves that the learning environments and the experiences of the learners gained in the course of group work with peers from other cultures in multicultural classrooms have long-term effects that even influence the future workplace behaviours of the learners. Students with experiences in multicultural environments are very open to accept it for their working environment too.

If so, the responsibility of education and that of the teachers is really high. Teachers have to develop their knowledge and skills. They can be more efficient if they try to deepen their knowledge in the history, customs, and habits of the different ethnic groups they work with and take all these as an asset to achieving a peaceful atmosphere within a classroom. Also creating cultural pluralism in the classroom by restructuring curriculum is essential, which will help students from diverse ethnic backgrounds feel a sense of involvement within the classroom.

Studies have over the past have proven an effective multicultural classroom has several positive outcomes to the learner’s intercultural sensitiveness and positively affects students’ racial attitudes, making them become more cooperative rather than competitive and reducing prejudice as well as decreases the fear of the unknown and unexplored. It also encourages understanding and
tolerance between diverse groups and enable students to relate to one another in class, thereby creating harmony and cooperation within a framework and structure, which helps promote excellent performance of all students. Multiculturalism aims at celebrating cultural differences rather than building barriers as it creates awareness ethnic values. Students tend to feel more positive about themselves and to be better psychologically adjusted when they are part of a supportive group in a cooperative setting.

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Appendix

Survey questions and Responses

Q1. What is your age?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>18 - 24</th>
<th>25 -34</th>
<th>35-44</th>
<th>44+</th>
</tr>
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<tbody>
<tr>
<td>number of respondents %</td>
<td>58.33</td>
<td>8.33</td>
<td>16.67</td>
<td>16.67</td>
</tr>
</tbody>
</table>

Q2 Country of Origin?

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>12</td>
</tr>
<tr>
<td>Hungary</td>
<td>6</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
</tr>
<tr>
<td>Egypt</td>
<td>1</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>2</td>
</tr>
<tr>
<td>Turkey</td>
<td>1</td>
</tr>
<tr>
<td>Laos</td>
<td>1</td>
</tr>
</tbody>
</table>

Q3 What challenges of multicultural environment do you remember?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Challenges</td>
<td>3</td>
</tr>
<tr>
<td>Language barrier</td>
<td>10</td>
</tr>
<tr>
<td>Cultural differences and communication differences</td>
<td>10</td>
</tr>
<tr>
<td>Lack of openness</td>
<td>1</td>
</tr>
</tbody>
</table>

Q4 Where there any conflicts arising from cultural misunderstanding?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No conflict</td>
<td>19</td>
</tr>
<tr>
<td>Not in class but elsewhere</td>
<td>1</td>
</tr>
<tr>
<td>some words in different cultures have different meanings</td>
<td>1</td>
</tr>
<tr>
<td>Lack of transparency</td>
<td>1</td>
</tr>
<tr>
<td>Every time you work with diverse groups</td>
<td>1</td>
</tr>
<tr>
<td>Yes, unfair Discrimination towards foreigners</td>
<td>2</td>
</tr>
</tbody>
</table>
Q5 Did the teacher encourage communication about diversity issues?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62.50</td>
</tr>
<tr>
<td>No</td>
<td>37.50</td>
</tr>
</tbody>
</table>

Q6 Did you use interactive exercises in the lesson?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79.17</td>
</tr>
<tr>
<td>No</td>
<td>4.17</td>
</tr>
<tr>
<td>Other</td>
<td>16.67</td>
</tr>
</tbody>
</table>

Q7 Did they help better understand your classmates' way of thinking?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75.00</td>
</tr>
<tr>
<td>No</td>
<td>16.67</td>
</tr>
<tr>
<td>Other</td>
<td>8.33</td>
</tr>
</tbody>
</table>

Q8 How do you feel about working in groups with other people coming from different cultures?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfy</td>
<td>29.17</td>
</tr>
<tr>
<td>Satisfy</td>
<td>45.83</td>
</tr>
<tr>
<td>Neither satisfy nor dissatisfy</td>
<td>20.83</td>
</tr>
<tr>
<td>Other</td>
<td>4.17</td>
</tr>
</tbody>
</table>

Q9 How useful are your experiences gained in the multicultural environment for your future career?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>50</td>
</tr>
<tr>
<td>Useful</td>
<td>25</td>
</tr>
<tr>
<td>Somewhat Useful</td>
<td>25</td>
</tr>
</tbody>
</table>
Q10 Do you prefer working in a mono-cultural or multi-cultural?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.65</td>
</tr>
<tr>
<td>No</td>
<td>4.35</td>
</tr>
</tbody>
</table>