

## **The Role of the Teacher in Multi-Cultural Class Room**

**Dr. A. Padmashini**

=====

### **Abstract**

English language teaching explores significant methods and innovative techniques in the entire complex world. Culturally enriched English teaching is familiar in recent days; particularly in the Multi-Cultural classrooms. The Language teacher acts as a facilitator, not as an instructor in these classrooms. These classrooms are popular for learner-centric teaching. Educational pedagogy varies in these multi-cultural classrooms. Culture must not be a barrier in this learning process. The traditional classroom does not consist of innovative and technological teaching aids. Conventional practices and methods have been followed in our formal education until the last decade. Due to the emergence of Westernization Concept, new technological revolution entered into our academic policies for empowering and escalating the spirit of the learners globally.

In the students' universal competency enrichment, the role of the teacher is transformed from instructor into facilitator. According to the ancient system of education, it was more sufficient to be an instructor for any mentor. But now, in this diverged cultural setup, the expectation of the learners should be satisfied by the teachers in all the dimensions.

This paper purports to analyze the modern teaching – learning process with the agglomeration of culture.

**Keywords:** Multi-Culturalism, Westernization, Cultural agglomeration, Universal Competency, Multi-cultural Classrooms

### **Transformative Curriculum for Our Multicultural Society**

One of the great challenges faced by the faculty is to create a transformative curriculum, which must be reflective of both our multicultural society and individual differences among the citizens. The students must be trained to participate effectively in a democratic and pluralistic society. So, the pedagogical challenge of individualism and diversity within the classroom are the complicated tasks for the teacher.

### **Every Classroom is a Cultural Community**

Every classroom is a cultural community, reflective of the disciplines and perspectives studied for the authors, the students and the professor. Successful learning requires an intercultural approach, where students are responsible for listening to understand both the perspective of others. Students will come to understand that learning is about the generation, mutual reflection of ideas and concepts. This is most effectively done in a collaborative and non-competitive environment.

### **Needed: Attention to Variety of Learning Styles**

One effective approach to this challenge is to attend the variety of learning styles in the classroom. Understanding multiple learning styles allows one to focus on individual student's own learning style. There will be many sub-groups within a classroom community. The entire class room will be considered as a learning community.

Even in the most transformed classes, faculty members are unaware of the variety of pedagogies, which can produce enhanced learning for students. This will facilitate growth in intellectual complexity and capacity.

### **Four Steps Model of Learning**

According to the research analysis of David Kolb, we receive four steps model of learning and also a movement through four phases: 1) Concrete experience, 2) Reflective observation 3) Abstract conceptualization and 4) Active experimentation.

The teacher is in the position to focus on both the ‘Dominant and the minority culture’ students of the classroom. The students can take a ‘learning styles inventory’ and study their own individual results as well as a class summary that indicates all the members of the learning community in this method of teaching.

Students may also learn that there are patterns of values, speech, preferences and behaviors associated with the different cultures. The students will also learn that there will be many differences within cultural groups, since there are different cultures, cultural pattern and behaviors. This will help the students to break down the cultural stereotypes in the society as a whole.

### **Each Individual Has Unique Learning Pattern**

After utilizing all these methods and techniques students may learn that they each will have a unique learning pattern with respect to the realization of their own ‘multiple subjectivities’. It will help them to understand the multiple and interlocking identities in the people and groups around them. Thus, the classroom becomes a living laboratory for negotiating the individual and group differences of the classroom.

We cannot expect that the negotiations are easy, but the work to listen and learn across both the similarities and differences that can only produce better and more effective learning for all the students in the pluralistic world.

### **Catering to the Needs of Diversity in Classroom**

The students in the classroom have been multi-cultural, multi-racial, multi-religious and multi-generational. So, the classroom is always a challenge for the teachers, due to the diversity of children and their approaches, new situations etc. Teachers should be well prepared to face all

the challenges they will meet in the working place. For every stakeholder, the teacher's role is the most responsive one by nature of their work and responsibilities.

The teacher as a facilitator in the multicultural education system brings the philosophical concept which is built on the ideals of freedom, justice, equality, equity and human dignity. This type of education challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

### **School-wide Approach**

Multicultural education is most successful when implemented as a school wide approach with reconstruction of not only curriculum, but also organizational and institutional policy. Multicultural education requires a culturally competent and diverse teacher. So the educators must be aware of the embracing of diverse beliefs, perspectives and experiences. Thus, it is important for the teacher to be an optimistic role model for the pluralistic student community, by using appropriate language and behaviour.

---

---

### **References**

- 1) Parekh, B.(2000). Rethinking Multiculturalism: cultural diversity and political theory  
New York: Plagrave.
- 2) Sleeter, C.E. (1996). Multicultural education as Social activism Albany: State university  
of New York Press.

---

---

Dr. A. Padmashini  
Assistant Professor  
Sri S.R.N.M College  
Sattur 626 203  
Tamilnadu  
India  
[padmashini76@gmail.com](mailto:padmashini76@gmail.com)