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Introduction to Multicultural

Studies in the 21st Century

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Introduction

There are many things that play a huge role in every human learning process. There are lots of different cultures in the world. So, different races, different religions, different languages, different social structures, different beliefs, different norms, and different values can affect the way we learn in negative aspects. Students go to school-college to become good professionals as well as get an education. Students often come from different backgrounds of different cultures which gives the classroom a different environment. Many students face trouble and bullying for diversity in school or college and multicultural education gives a hard time leading the student to adapt to the education that makes people sick mentally and physically. In such a learning environment there are many disadvantages between providing education and receiving education. Because there are many differences between one culture and another, when people move from one country to another, it is hard for people to adapt to the new culture and their education system.

This becomes more difficult when the language is different from their native language because Every culture has some similar rules but most of the rules are different. So people have to learn the rules of the new culture, but how can a person know or learn without knowing the language of the new culture? So it becomes very difficult for that person to communicate with the people of the new culture. Also, some people behave or treat differently when they see people from other cultures and some immigration people don't even know how to properly socialize with new cultural people because they don't know norms, values, and beliefs about the new culture. In this research paper, I will argue about how diversity and multicultural education can make difficulties or give an effect on a person's life such as understanding a new language, adjusting to the new culture, facing racism, discrimination, etc.

Background

The structure of Bangladeshi culture and education system

Bangladesh is officially the people's republic of South Asia. Bengali is the national language of Bangladesh. Bangladesh has a rich cultural heritage that contains both old and new traditions. Although it is predominantly Muslim, the country has a significant number of Hindus and other minorities. Weekly holiday every Friday in Bangladesh. The typical household in Bangladesh, especially in rural areas, includes extended families of many generations. Most marriages are arranged by parents or other relatives, but now that it is declining, most men and women can choose their partners. "The people of Bangladesh are greatly influenced by the faith. Three primary religions "Islam", "Hinduism", "Buddhism" are distinguished here. Each religion has its culture and festivals."

There are two main Muslim religious festivals of Bangladesh are Eid-al-Fitr and Eid al-Adha. On both occasions, families and friends exchange visits to each other's houses and make various types of dishes. "Bangladeshi people have a strong tradition of food. Rice is the staple food here...They usually take rice three times a day with delicious dishes and curry." Rice, pulses, and fish continue to be the staple food of Bangladeshis. Meat is eaten including goat, chicken, mutton, and beef. Generally, people in Bangladesh eat homemade food almost every day, such as rice, various vegetables, fish, meat curry, they rarely eat outside food. Also, at weddings or other festivals, Bengalis prepare more variety of food dishes than usual. Also, Bangladesh is famous for its milk-based sweets.

Additionally, Bangladeshi students study in primary and secondary schools together for 10 years. These years are referred to as the first grade to the tenth grade. Each class begins in

January at the beginning of the year and ends with the annual examination at the end of December of the year. The primary level is taken from first-class to fifth class and the high school level is taken from 6th class to 10th class. 11 and 12 are considered college level. There are 3 tests in each class from 1st to 10th class. But at the end of the 5th class, at the end of the 8th class, and at the end of the 10th class, another extra test has to be given. This is called a board exam that has to be taken at another school. The 5th class exam is called psc (primary school certificate), the 8th class exam is called JSC (junior school certificate) and the 10th class exam is called SSC (secondary school certificate). However, in the 9th class, students have to choose 1 out of 3 sections.

Some choose science, some commerce or some arts. A certain number of books have to be bought for each class and the syllabus is given. To move from one class to another, one has to pass the annual examination or board examination. After finishing high school, people go to college. Each college book has two parts. The first part of each book is taught in the first year and the second book in the second book. At the end of these two classes an examination is taken in the 1st year and 2nd year, this examination is called HSC (Higher Secondary Certificate). Those who pass this exam are then admitted to the B.A. and the B.A. plan is for four years. Thus, there are different rules for each level of class.

The structure of American culture and education system

The United States is a country located in North America. The main language is English. It is used as an official language in more than 31 states in the United States. Every Saturday and Sunday in America is a weekend holiday. “Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 70%

of Americans identify themselves as Christians.” People can choose their spouse by their choice and people can stay together before marriage. Famous American festivals are Chitlin Strut Festival, Caterpillars Festival, Layout Art Festival In Baltimore, (Maryland), Halloween Festival Of The Dead, and Roswell UFO Festival, New Mexico, etc. “American cuisine was influenced by Europeans and Native Americans in its early history.” The traditional foods include Hot dogs, Apple pie, Reuben sandwiches, Chocolate chip cookies, Buffalo chicken wings, and hamburgers, etc. The staple foods of America are Alcohol, pasta, burgers, cheese, potato chips, boxed cereals, milk, desserts, bread, chicken, sugary drinks, pizza, nuts, eggs, and candy are some of the most widely eaten foods in the United States. Most people in America rarely cook at home. They prefer to eat outside food.

Additionally, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades. The school calendar usually begins in August or September and continues through May or June. Primarily level k- 5 grades and secondary school consists of two programs. one is called middle school that contains 6 to 8 grades and another one is called high school that’s contains 9 to 12 grades. After graduating from high school, students can go to college. The college plan is four years. American students attend primary and secondary school for a total of 12 years. These years are referred to as the first in the twelfth grade. The school calendar usually begins in August or September and continues until May or June. The primary level consists of grades k to 5 and the secondary school consists of two programs. One is called secondary school which has 6th to 8th grade and the other is called high school which has 9th to 12th grade. Students can go to college after graduating from high school.

The college plan is four years. From K to 12th grade, students do

not need to read textbooks, some teachers give students as many notes as they need or students need to take notes from teacher lectures. To pass the course in K-8 grade, you have to pass in each class, and in grades 9-12 you have to pass at least 6 regents and also in classes. The low pass number of each class and regent is 65. Then in college, each professor arranges the syllabus as he wishes, such as how many exams to take, how many assignments to give, etc. Some teachers give notes and some teachers make it compulsory for students to read necessary books. However, college life is harder than high school. After finishing college, anyone who wishes can study for an MA degree.

Diversity and multicultural education affects

Language barrier

Multicultural education researchers have emphasized the numerous challenges that multicultural classrooms face since their inception in the 1960s (Banks, 1993). However, research from the early 21st century indicates that such problems are becoming more prevalent. In reality, just a few teachers have been successful in providing good opportunities for pupils to participate in transformative intercultural education activities. The diversity of languages creates communication hurdles in the classroom. When multicultural education is only understood as content integration, teachers in subjects such as science and mathematics perceive it as appropriate for social studies and language arts teachers although not for them. Students are fearful of their surroundings, and their lack of language skills makes it difficult for them to speak, express themselves, and feel protected. This dread can generate a lot of emotional stress and can make it difficult to learn. Language has an impact not just on pupils but also on parents.

Ethnicity

In several studies on multicultural education, ethnicity has already been identified as a major obstacle to good teacher-student discussions and interactions (Den Brock & Levy, 2005). Den Brok and Levy reviewed the evidence on the impact of students' and instructors' ethnic backgrounds on three factors in 2005: how youngsters perceive educators' performance, how educators behave students, and student achievement. The research was carried out in several countries, including America, Australia, the Netherlands, and a few Asian countries (e.g., Singapore, Brunei, and Taiwan). It was proven that if ethnicity is not properly addressed by teachers, it can have disastrous effects on both interaction and achievement. Experiencing ethnic prejudice from instructors and classmates, for example, has a detrimental impact on a variety of outcomes, including adolescents' sense of school belonging, self-esteem, depressive symptoms, and grades. It affects the emotional and academic well-being of teenagers, as well as their academic development.

Racism and Inequality

Sleeter discovered in 2001 that the "presence of whiteness" in American classrooms at all levels was "overwhelming." "In mostly white programs, not only are students mostly white but so are professors and teachers in the area," writes Sleeter (2001). (p. 102). Some of the research showed that, despite all of the efforts done thus far, racism "remains" a key barrier in multicultural classrooms. Schools that operate in either multicultural or intercultural policy frameworks without critical thinking are less likely to produce clear and equitable systems that actively respect the rights of immigrant, racialized, Black, and Indigenous children.

Different Epistemologies/ “Ways of Knowing”

Culture guides the ways people know and learn. These “ways of knowing” include “how people organize their world cognitively through language and other symbol systems” (Rothstein-Fisch & Trumbull, 2008, p. 3). They also include how people “approach learning and problem-solving, how they construct knowledge and how they pass it on from generation to generation” (Rothstein-Fisch & Trumbull, 2008, p. 3). To accommodate a greater range of cultural and historical viewpoints, some educators must delete or reorganize aspects of their lessons. These discrepancies can lead to significant disagreements in people's thinking. Students are unable to approach the entire theory or to have a comprehensive and precise viewpoint on teachings.

Personal experience about diversity and multicultural education

People feel nervous, shy, and uncomfortable when they move to another country. If some people treat a person negatively because that person comes from a different culture, how will that person feel? The same feeling I felt in high school and college.

Diversity and multicultural education can give an effect mentally

when I came to New York City and enrolled in high school. Every teacher in every class came to get acquainted with me. I almost understood what they were talking about but I couldn't talk properly. However, the math teacher didn't Come to get acquainted with me, she didn't talk to me, she just told me to sit down. At first, I thought she probably think that I can't speak English or I didn't understand English but later I found out that she likes people more in her own culture and speaks to them with a smile on his face. My math teacher was in an angry mood most of the time, so I was afraid to talk to her. She would not talk to me on his own. If I

didn't understand any math, I wouldn't ask her out of fear. It keeps me from studying and makes me anxious about school.

Additionally, college life is difficult for almost everyone, it will be more difficult for those English skills not good. Submitting homework on time, it's a very important part of college. But as human beings people have to face various problems. However, during the epidemic, I got positive corona. So it is normal that no one can do their homework on time. After receiving the Corona report, I emailed all of my professors. Everyone except one professor gives me enough time to do my homework. No one told me to do homework during my illness but one professor told me that "you should have planned about homework and I would like to see a proof before extending the due time." I wanted to tell her how can I plan for homework where I had been ill since the 18th and the due date was March 24th but I didn't say anything and sent her my test results. Then she gave me an extension of 4 days and told me after that time, she will not take homework anymore. Then I said her that my health condition is very weak, how can I able write an essay during this time but she didn't reply anymore. Everyone has more or less an idea about Corona. Even then, at such a time, how could she be so harsh on me. The condition of my body was so bad then added extra worries about homework. I didn't know what to do. I was feeling very lost and depressed. Then I started thinking about why she doesn't like me, she is nice to others students. I used to think before that she doesn't like me because sometimes she would see a message on WhatsApp but she wouldn't reply. Then I feel embarrassed to give her a message because I think she is feeling annoyed.

People drop out of school or college because of multicultural education or language

In high school, there were lots of immigration students, those who came a longtime ago were good at English but those who were new came, almost everyone had poor English level. Some people can say little but some people can't even say a word. So 1st they focus on improving their English skills but at the same time, the education system and the school environment is also new for them. So it is difficult for immigration students to adjust and learn these things perfectly together. Some people tried hard to adjust but some people could not take it anymore so they gave up. Personally, I also struggled a lot to cope with these, sometimes I got lost and frustrated but I didn't want to give up but some of my classmates used to come to school regularly and try to adjust but when they see they fail the test and adjust is difficult for them then they did not come to school anymore. But, they planned to graduate school and the goal was to fulfill the dream, but multicultural education makes it difficult to achieve their goal. Before I got into college I saw and heard from some people that a lot of people drop out of college because they can't adapt to the education system.

Recommendation to Multi Cultural Education

People move from one country to another for various reasons. Some people can easily adapt to the new environment but most people face many difficult situations because almost everything is new to them such as norms, values, and beliefs. Thus, immigrant people do not know how to properly socialize with new cultural people and adapt to society. However, I believe that if a person knows how to speak the language of a new country, it will be easier for him to adjust because that person can easily communicate with people and know or learn about

the culture. This helps the person to adjust more quickly because that person can then gain knowledge about the norms, values, and beliefs of that culture. But if a person does not know the official language in the new country, how difficult a situation does that person have to face? So, diversity and multicultural education can negatively affect a person.

To avoid this kind of situation both immigrant people and people of new cultures need to change some of their mindsets. First, if someone plans to move to a new country, they need to know the main rules and official language about the new country before leaving their own country. Second, People can easily understand who is different from their culture, through their clothing, their accent, etc. So whenever people see people from other cultures, people should not react or behave in a negative way that's hurt people so badly. There are many cultures of people in the world, some cultures have some customs, beliefs, lifestyles that seem strange because other cultures people are not familiar with these customs but those whose culture makes them feel normal. So, everyone should respect the activities of other cultures, even though it seems strange to them.

Conclusion

This research paper shows that diversity and multicultural education can negatively affect an individual in different ways. There are many differences between one culture and another. For example, Bangladeshi culture is different from the American culture such as clothes, food, religious language, greeting, education system, etc. So when people move from one country to another, it is hard for people to adapt to the new culture and education system. This becomes more difficult when the language is different from their native language. The

effects of diversity and multicultural education can create a lot of stress and make it difficult to learn because students are afraid of their surroundings, and their lack of language skills makes it difficult for them to speak and feel uncomfortable.

Another effect is that encountering racial discrimination from school, teachers, and peers has a negative effect on a variety of outcomes, including self-esteem, depressive symptoms, etc. It also increases racism because some studies have shown that, despite all the efforts made so far, racism "remains" a major obstacle in the multicultural classroom. However, some people behave or treat differently when they see people from other cultures. When people Moving to another country, it is normal for people to feel nervous, shy, and uncomfortable, but if some people treat a person negatively because he comes from a different culture, how will that person feel? The same feeling I felt when I was admitted to school, a teacher didn't talk to me and didn't pay attention to me because I come from a different culture or a different country. Also, a professor in college was harsh towards me during my illness and she did not speak to me properly to understand my problem. These make me depressed, sad, anxiety about school and college.

Annotated bibliography

Banks, J. A. (1993). Multicultural education: Historical development, dimensions, and practice. *Review of Research in Education*, 19, 3-49. doi: 10.2307/2F1167339

Many researchers contributed to the content in this article, including definitions of historical development, dimensions, and practice of multicultural education. It summarizes and evaluates a number of studies in the field of education. Furthermore, it provides definitions for each of the components in multicultural education.

Den Brok, P., & Levy, J. (2005). Teacher-student relationships in multicultural classes: Reviewing the past, preparing the future. *International Journal of Educational Research*, 43, 72–88. doi:10.1016/j.ijer.2006.03.007

This paper examines studies that link ethnic backgrounds of students and instructors to their perceptions of educator interpersonal conduct, professor engagement of individual learners, student outcomes, and subject-related viewpoints. The majority of the research in the study is from the U. S., Australia, and the Netherlands, with a few Asian countries thrown in for good measure. According to the research, ethnicity is inextricably tied to students' perceptions of their professors, and educators' communication strategies differ based on the ethnicity of the students, and that educator psychosocial behavior may have a greater impact on the outcomes of immigrant minority pupils than on their local peers.

Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52 (2), 94-106.

https://www.academia.edu/2324900/Preparing_Teachers_for_Culturally_Diverse_Schools_Research_and_the_Overwhelming_Presence_of_Whiteness

Data-driven analysis on instructional teacher development in multicultural schools is investigated in this work, with an emphasis on historically marginalized communities. This paper's author looks at 80 research into the impact of various curriculum education programs like student talent acquisition, cross-cultural immersion experiences, culturally diverse education courses, and program reorganization. Although this is an important issue that must be addressed, this analysis maintains that it is not the same as determining how to populate the education profession with qualified multicultural and culturally responsive teachers.

Rothstein-Fisch, C., & Trumbull, E. (2008). *Managing diverse classrooms: How to build on students' cultural strengths*. Alexandria, VA: ASCD

https://books.google.com.vn/books?id=WvZQBAAAQBAJ&printsec=frontcover&source=gbs_atb#v=onepage&q&f=false

This article addresses issues such as how does the home culture of Latinos immigrant pupils compare to the "mainstream" society of American schools? Why is it so important for instructors to understand the differences? What can teachers do to enhance teaching methods, student achievement, and school-parent connections by utilizing cultural features of students? You can address these and other problems by drawing on the practice and collective expertise of teachers in the Bridging Cultures Project, a five-year applied research study of primary schools with high immigrant populations.

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