

# Responsive pedagogy for multi-lingual classroom

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## ABSTRACT

*In this paper I explore the concept of diversity in the classroom. Diversity means difference in terms of race, language, age, faith, culture, ethnicity, and in other aspects. Nepal is a multicultural and multi lingual country. Where more than 123 languages are spoken. Such as Nepali, Maithili, Bhojpuri, Tharu, Newari, Abadhi etc National language is Nepali in Nepal. Social structure is also different from society to society. There are racially different people. The main are Bramhin, Chhettri, Rai, Gurung, Tamang, Magar, Tharu, Newar and others who caste live here. There are mainly ten types of religious categories reported in the census 2011 A. D. The large number of people are followed by Hindu. Whereas Hinduism is followed by (81.3%), Buddhism (9%), Islam (4.4%) and so on. Nepal has been diversified in terms of ethnicity, religion, traditions and culture. People respect the national feeling of unity in diversity. Nepal is multi-cultural, multi-ethnic and multi-lingual society so there are diversity in the classroom. In this paper I explore the diversity in the classroom and students' achievement. In this paper I have introduced multicultural education, cultural responsive pedagogy and student achievement. The conclusion of this study is responsive pedagogy address and support to the student's achievement in diverse classroom.*

**Key words:** Diversity, Multicultural education, Responsive pedagogy, Dimension, Multiculturalism.

## Introduction

### Cultural and linguistic Diversity:

Diversity means variety in terms of race, language, age, faith, culture, ethnicity etc. cultural and linguistic diversity refers to various cultural groups who speak different languages in a community. So diverse environment enhances all students' level of

critical thinking raise their knowledge and consciousness challenge and raise level of connection and communication. Nepal is a multi-cultural multi-lingual country because of the varieties of languages people speak here. There are many people in country with language, there are mainly 123 languages spoken as mother tongue according to the

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census 2011. The school is a miniature society of a large society. There are many students from different socio- linguistic background, and they speak different language in the classroom. Nepali is spoken as mother tongue by 44.6 percent (11,826,953) of the total population followed by Maithili (11.7% 3,092,530), Bhojpuri (5.98%; 1,584,958), Tharu (5.77%; 1,529,875), Tamang (5.11%; 1,353,311), Newar (3.2%; 846,557), Bajjika (2.99%; 793,418), Magar (2.98%; 788,530), Doteli (2.97%; 787,827), Urdu (2.61%; 691,546) (Central Statistical Bureau, 2011). They follow different types of religions, cultures and traditions. Linguistic heritage has evolved from major three language groups: Indo-Aryan, Tibeto-Barman, and indigenous. The national language is Nepali where 44.6 percent people speak this language. There are mainly ten types of religion categories reported in the census 2011 A. D. Hindu is followed by 81.3 percent (21,551,492) of the population followed by Buddhism (9%; 2,396,099), Islam (4.4%; 1,162,370), Kirat (3.1%; 807,169), Christianity (1.4%; 375,699), Prakriti (0.5%; 121,982), Bon (13,006), Jainism (3,214), Bahai (1,283) and Sikhism (609). Nepal has been a diversified nation in terms of ethnicity, religion, tradition and culture. All people here respected the national feeling of unity in diversity, Nepali is especial and it has established its own recognition to the world (CBS, 2011). Thus, Caste/Ethnicity is different but we are living together for thousands of years. There are 126 caste/ethnic groups reported in the census 2011. Chhetri is the largest caste/ethnic groups having 16.6% (4,398,053) of the total population followed by Brahman-Hill (12.2%; 3,226,903), Magar (7.1%; 1,887,733), Tharu (6.6%; 1,737,470), Tamang (5.8%; 1,539,830),

Newar (5%; 1,321,933), Kami (4.8%; 1,258,554), Musalman (4.4%; 1,164,255), Yadav (4%; 1,054,458) and Rai (2.3%; 620,004)(CBS,2011). That is why there is a large range of diversity in the school classroom. In this situation, it is very difficult for a teacher to teach-in such a diverse class. Our country is a multicultural and multi-lingual country. As a result, our classroom have diverse social and language background students. In such situation suitable pedagogy is multicultural teaching learning pedagogy.

### **Purposes of the study**

Objective is the main part of the research, as it guides the other parts of the study if the researchers cannot choose the right objectives the whole other process will go wrong. So the researchers have to formulate the objectives sincerely and carefully. Research objectives should be typical and "SMARTS" or short, measurable, achievable, reliable, and suitable. Objectives of this study are:

1. Explore the students' cultural and linguistic diversity in the classroom.
2. To identify the implications of responsive pedagogy on classroom diversity and students' achievement.

### **Research questions**

1. What is the nature of culture-diversity prevailing Nepalese classrooms?
2. What types of instructional techniques have been using by teachers?
3. What types of instructional techniques do you prefer on multi-lingual classroom?
4. How can teachers teaching in multi-lingual classroom make their instructional techniques more culturally responsive?

### **Literature review and theoretical framework**

**Review of related literatures:** Diversity means that race, language, age, faith, culture, ethnicity and other aspects are different in each other groups and community. Whereas diverse environment enhance all students' level of critical thinking raise of their knowledge and consciousness challenge and raise level of connection and communication. Nepal is a multi-culture a multi-linguistic country. There are many people in country with different language, there are mainly 123 languages spoken as mother tongue reported in census 2011. The school is the mini society of the large society. There are many students from different socio- linguistic background, they speak different language in the classroom. Nepali is spoken as mother tongue by 44.6 percent (11,826,953) of the total population followed by Maithili (11.7% 3,092,530), Bhojpuri (5.98%; 1,584,958), Tharu (5.77%; 1,529,875), Tamang (5.11%; 1,353,311), Newar (3.2%; 846,557), Bajjika (2.99%; 793,418), Magar (2.98%; 788,530), Doteli (2.97%; 787,827), Urdu (2.61%; 691,546) (Central Statistical Bureau, 2011).Linguistic heritage has evolved from major three language groups: Indo-Aryan, Tibeto-Barman, and indigenous. The national language is Nepali where 44.6 percent people speak this language. There are mainly ten types of religion categories reported in the census 2011 A. D. Nepal has been a diversified in terms of ethnicity, religion, tradition and culture. All people has respected the national feeling of unity in diversity, Nepali is especial and established own recognition

to the world (CBS, 2011). Thus, Caste/Ethnicity is different in living together since thousand years. There are 126 caste/ethnic groups reported in the census 2011. Chhetri is the largest caste/ethnic groups having 16.6% of the total population followed by Brahman-Hill (12.2, Magar (7.1, Tharu (6.6, Tamang (5.8, Newar (5%; Kami (4.8%, Musalman (4.4%; Yadav (4%; and Rai (2.3%; (CBS,2011). There is a large range of lingual diversity in the school classroom. In this situation, it is very difficult to teach for teacher. Our country is a multicultural and multi-linguistic country. Classroom has diverse social and language background students. In such situation suitable pedagogy is multicultural teaching learning pedagogies.

**Classroom Diversity:** A multicultural teaching learning situation brings with it a number of challenges for the teachers and students such as they speak different languages, learning performances, social values which differs from society to society, culture to culture. Schools are places where people come from different social cultural and linguistic background. In this context schools have fair, consistent and positive attitude and discipline supported by the democratic conditions, schools can help children develop the habits of critical thinking, charring necessary public life. Specific activities for becoming a culturally responsive teacher: Engage in reflective thinking and writing, explore personal and family histories, knowledge membership in different groups, learn about the history and experiences of diverse groups, visit students' families and communities, visit and read about successful teachers in diverse sitting,

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develop an appreciation of diversity, and participate in reforming the institution. Gay (2002) and Villages and Lucas (2002).

If there are different social cultural and linguistic background students, teachers should pay attention to the actual diversity in class, and appreciation of diverse class and consciousness to unintended reproduction of inequality, disadvantages and misinformation based on group identities. The teacher must have democratic behavior and positive discipline, it helps in increasing courtesy, tolerance, respect, sense of justice and belongingness with their students. Students in our classroom have diverse culture and linguistic background, in such a context we applied multicultural education and pedagogies (Banks, 2005) describes in his book cultural diversity and education he suggests multicultural education and pedagogy. It helps teachers clarify the theoretical and conceptual issue related to multicultural education, diverse a clarified philosophical position, design and implement effective teaching methods/strategies that reflect diversity and develop sound guidelines multicultural practices cultural diversity and education describes actions that teachers can take to institutionalize multicultural ideas, concepts and practices(Banks, 2005).

**Lingual responsive pedagogy:** Culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames performance styles of reference, and of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming.

Furthermore, culturally responsive teaching has the following characteristics (Gay 2010, pp. 31-32)

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived socio-cultural realities
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each other's cultural heritages
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

Culturally responsive pedagogy, inspired through the principles of social justice and advocates of multiculturalism, is defined as “using the cultural knowledge, prior experiences, frames of reference, and other forms of entertainment of culturally, and ethnically diverse students to make learning encounters more relevant to and effective for them”. The changing society and diverse classroom traditional instruction is less effective it cannot deal with diverse need and social justice, in this context the key element of public educations developing

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is no single the school but it is related to outside of school. The teachers and researchers need to promote culturally relevant pedagogy, because it promote equal access to learning for all students, culturally responsive pedagogy create of caring, respectful, and inclusive classroom environment, which played vital role of sustaining students' a strong desire for learning (Denton, 2018). The many research show that cultural relevant pedagogy plays attention the individual asset of students and extends far beyond racial, religious, gender and ethnicity. Cultural relevant teachers should teach on the basis of day to day experiences, beliefs, and values of learners. Community/public school classroom have more diverse there were many aspects difference from each other such as caste, religious, gender, ethnicity, economic background, in this case similarity between American public school and Nepalese school, there are diverse background of the students' such as African American, Asian, Anglo American, color in people, Native American and Nepalese classroom has diverse background like race, religious, ethnicity, economic background, in this context teachers should be more awarded and sincere in how they can best teach student from different background (Denton,2018)

### **Theoretical framework /Theory**

#### **Theory of multiculturalism:**

Multiculturalism is the coexisting of diverse cultures, where culture includes, and racial, religious or cultural groups and is manifested in costmary behaviors, cultural

assumptions and values, pattern of thinking and communicative style.

Multiculturalism has been taken to be a key part of struggles for religious, ethnic, and racial justice, and I want to see how the idea of culture figures in arguments for group-differentiated rights in the context of religion, language, ethnicity, nationality, and race (Song, 2009). Nepal is a multicultural country, there are several types of race, religious, language, culture, so schools has multicultural society, and there are different language and cultural practice in school. In this situation multicultural pedagogy is more applicable for teaching. Multiculturalism theory is the theoretical base of my study it helps to support the study of culturally relevant pedagogy and students' achievement.

According to Canatan (2009) multiculturalism is beliefs that social structure should maintained and it suggest that different cultures such as Hindu, Buddhist, Islam etc. can live their social lives and they accept them to social structurally adapted. It argues a prescriptive structure and proved different cultures with legal status. Multiculturalism emphasized the philosophy that education is provided in mother tongue, it makes helps may strengthen and effective solving social structure and allowable among some section of the society. The multiculturalism within a social structure being able to express their ideas, thought, and experiences freely.

#### **Methodology**

Methodology is process by which knowledge is to be generated or procedural strategy for acquiring knowledge about the

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phenomena under study. In other word, the tools and techniques used by the researcher to obtain information in their research is the methodology. It is a practical way, the method is used to gain knowledge.

Methodology is "the strategy, plan of action process or design lying behind the choice and use of particular methods and linking the choice and use of the methods to the desired out comes (Crotty, 2003; 3). Here, the research I have chosen covers a broad area. In this paper, I have used mixed techniques to collect data and gather relevant information for my study as my research methodology. I have reviewed related literatures books, articles, sharing the ideas of teachers, scholars and including with discussion methods in gaining necessary information and ideas.

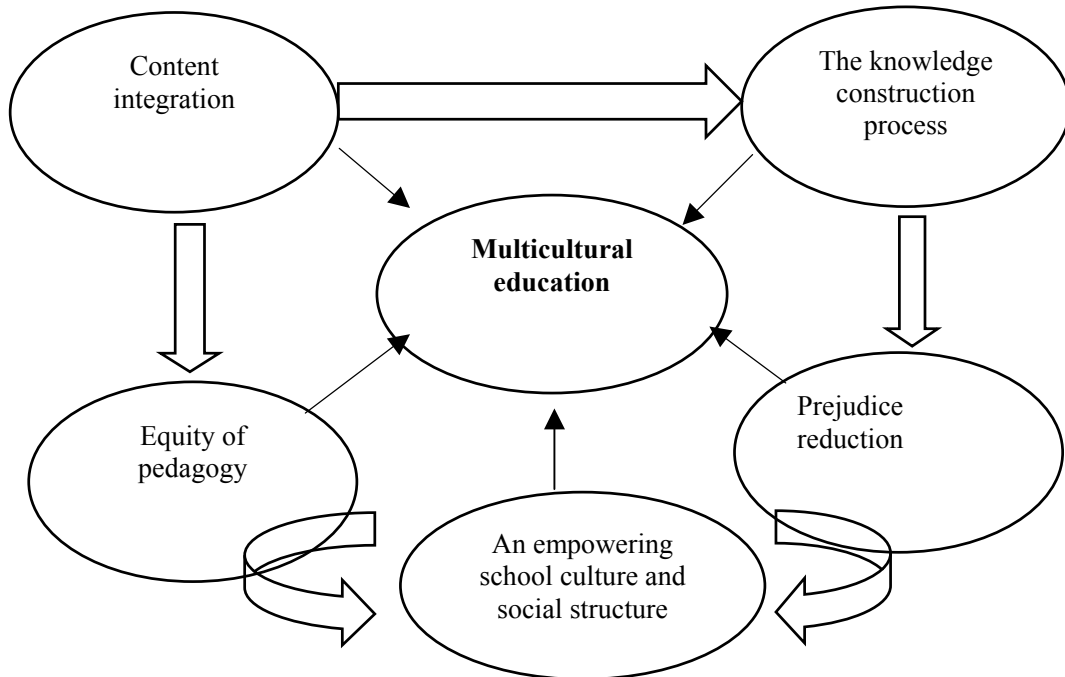
### Results

**Multicultural education:** Mother tongue education has remained a controversial issue in Nepal. Especially given the political backdrop where the country is debating ethnic federalism and attempting to rewrite its constitution. The issue of mother tongue education has made schools a distinct site of contestation. Since the Panchayat period between 1960-1990, various ethnic groups have raised the discontent on the issue of language (Lawoti 2007: 19). Till now we have problem educating children, who come from diverse social and linguistic background. Every teacher is facing these problems. Students in our classrooms have diverse cultural and lingual background. In

such a context we apply multicultural education and an equity pedagogy (Banks, 2006). In the book cultural diversity and education, Banks suggests that whereas in classroom teachers can apply multicultural education and pedagogy. It helps teachers clarify the theoretical and conceptual issues related to multicultural education, diverse a clarified philosophical position, design and implement effective teaching strategies that reflect diversity and develop sound guideline for multicultural practices. Also he has emphasized on actions that teachers can take to institutionalize multicultural ideas, concepts and practices (Banks, 2006). There is a general agreement among scholars and researchers in multicultural education that is to be implemented successfully for this, institutional changes must be made, including changes in the curriculum, the teaching materials, teaching and learning styles, the attitudes, perceptions and behaviors of teachers and administrators, and in the goals norms and culture of the schools. Banks and Banks- Multicultural education and pedagogy conceptualized, as the field that consists of five dimension:

1. Content integration,
  2. The knowledge construction process,
  3. Prejudice reduction,
  4. An equity pedagogy,
  5. An empowering school culture and social structure
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## The dimension of multicultural education



Source: *Cultural Diversity and Education* (Banks, 2005)

The above diagram shows the various factors involve in the multicultural education. Among them the focus is mainly on pedagogies for multicultural and linguistic classroom, suitable for equity pedagogy. An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial cultural, ethnic and language, and gender groups (Banks, 2004b). According to (Turin, 2007) India, China, and Nepal have recognized the importance of culturally appropriate education practices in its diverse sociocultural contexts. In this respect, it is worthwhile. In addition to this, He describes

Nepal has linguistic and cultural identities which are closely interwoven, and many of the country's indigenous peoples define themselves in large part according to the language they speak. Language is often used as a symbolic badge of membership in a particular community, and is a prominent emblem of pride in one's social or ethnic identity.

**Culturally responsive pedagogy:** A multicultural teaching learning situation brings with it a number of challenges for the teachers and students such as they speak different languages, learning performances, social values which differs from society to society, culture to culture. Schools are

places where people come from different social cultural and linguistic background. In this context, schools have fair, consistent and positive attitude and discipline supported by the democratic conditions. In this regard, schools can help children develop the habits of critical thinking, by enhancing necessary public life. Specific activities for becoming a culturally responsive teacher:

1. Engage in reflective thinking and writing.
2. Explore personal and family histories.

3. Have membership in different groups.
  4. Learn about the history and experiences of diverse groups.
  5. Visit students' families and communities.
  6. Visit and read about successful teachers in diverse sitting/setting.
  7. Develop an appreciation of diversity.
  8. Participate in reforming the institution.
- Gay (2002) and Villagas and Lucas (2002).

### Culturally responsive teaching



If there are different social cultural and linguistic background students, teachers should pay attention to the actual diversity in class, and appreciate the diverse class consciousness to minimize unintended reproduction of inequality, disadvantages and misinformation based on group identities. The teacher must have democratic

behavior and positive discipline, it helps in increasing courtesy, tolerance, respect, sense of justice and belongingness with their students. Students in our classroom have diverse culture and linguistic background, in such a context we apply multicultural education and pedagogies (Banks, 2005) describes in his book cultural diversity and

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education, he suggests multicultural education and pedagogy. It helps teachers clarify the theoretical and conceptual issue related to multicultural education, and a clarified philosophical position, it is designed and implemented in effective teaching methods/strategies that reflect diversity and develop sound guidelines, multicultural practices, cultural diversity and education describes actions that teachers can take to institutionalize multicultural ideas, concepts and practices (Banks, 2005). More and more students from diverse background in the classroom and teachers' efforts should identify effective methods to teach these students. The need for pedagogical approach that are culturally responsive intensifies (Richard and others, 2007). To get the most from students, teachers must plan instruction for the diverse population in their classes and make learning relevant to motivate students to do their best. He further states that and what seems more apparent than ever before is that culturally responsive instruction is excellent in teaching – excellence in teaching for successful learning (Schmidt, 2005). Cultural and social diversity is certainly not a new issue we are facing as humans. It has always existed, and we remain challenged by it. However, the burgeoning complexity of our times calls upon us as educators to face this challenge more directly, to value diversity, honor it with integrity, and to preserve the cultural dignity of our students (Lindsey, Roberts, Campbell Jones, 2005).

Teachers should know the cultural background of the students'. And teachers should be conscious to bring in diverse culture and linguistic perspectives presented in examples and instructional materials in his teaching. Teachers should help students learn the adaptability, flexibility and

adjustments to a new multicultural environment, multi-learning styles and interaction process. Teachers should pay attention to new school environment and learn how to address the need of students having diverse culture and linguistic background. There is a need of adequate cooperation between school and parents to make parents feel safe, and valued. Teachers should create inclusive classroom environment. Their role should be to increase the variety of frequency of interaction among students who are different from one another. In Addition to this, schools should formulate the effective policies and such to enhance mutual respect and goodwill among these diverse caste and ethnic groups so that there can be peaceful sustainable and stable atmosphere for teaching and learning using culturally responsive pedagogy.

### **Discussion**

Diversity refers to range of different things in relation to race, language, age, faith, culture, ethnicity etc the main purpose of this paper is to explore the cultural and linguistic diversity in the classroom and to identify the effect of classroom diversity on students' achievement. There are more than 123 languages spoken in Nepal. They are Nepali, (44.6%), Maithili (11.7 %), Bhojpuri 5.98 %), Tharu (5.77 %), and many more. Our national language is Nepali, in this way, Nepal is socio-culturally diverse. There are mainly ten types of religious categories reported in the census 2011 A. D. where Hindu is followed by (81.3%), Buddhism (9%), and Islam (4.4%) and so on. Nepal have been diversified in terms ethnicity, religion, traditions and culture. People has respected the national feeling of unity in diversity. Nepali society is a socio- culturally diverse society. So, Schools are places where people of different

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socio-cultural and linguistic background come together. As a result, so, every classroom has multicultural background students. In this situation, every teacher has challenges to face in the classroom teaching. Whenever, multicultural education is more appropriate for successful teaching and learning. And culturally responsive pedagogy is applicable for teaching. Students in our classroom have diverse culture and linguistic background, in such a context, we apply multicultural education and pedagogies (Banks, 2005). More and more students from diverse background are in the classroom and teachers' efforts should identify effective methods to teach these students. The need for pedagogical approach that are culturally responsive intensifies (Richard and others, 2007). Culturally responsive pedagogy facilitates and supports in the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner centered context, whereby the strengths students bring to school are identified nurtured and utilized to promote student achievement (Richard and other, 2007). McLeod, Lobel, and Cox (1996) found that racially diverse groups performed better on an idea-generation task than did racially homogeneous groups. At last I conclude that cultural education and responsive pedagogy address and support the students' performance and achievement.

#### **Implications on multi-lingual classroom**

Teaching pedagogy must be culturally and linguistically responsible. If instruction reflects the cultural and linguistic practices but values use of only one group of students, the other groups of students are denied an equal opportunity to learn. So, instruction that is cultural and linguistically responsive should address the needs of all students. Culturally, pedagogy facilitates and supports

the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner centered context, whereby the strengths students bring to school are identified, nurtured and utilized to promote student achievement (Richard and other, 2007). Teachers should explore the issues in the multicultural classroom as they arise and deal with these problems. Also, teachers should try to find, create, or design methods to raise and improve the academic achievement of students, and to build an effective or strong relationship with students (Alsubaie, 2015). The current study is an attempt to extend previous research on the effects of cultural diversity on performances. While early work has examined such effects at the individual and group levels, we look at the national level. Furthermore, this research provides significant insights into the effects of cultural diversity on the performance of native and immigrant students on standardized tests (Konan and et. al. 2010). Similarly, McLeod, Lobel, and Cox (1996) found that racially diverse groups performed better on an idea-generation task than did racially homogeneous groups. Sommers et al. (2008) also found that White students who expected to discuss something with a racially diverse group exhibited better reading comprehension than did Whites assigned to all White groups.

#### **Conclusion**

In this paper I explore the introduction of multi-culture or diverse classroom, multicultural education, responsive pedagogy, and multiculturalism. Nepal is a multicultural, multi-lingual society, here is more than 36 caste and 126 language groups. School is a mini-society there are many language spoken background pupils or various indigenous children comes from in

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school. School has mainstream curriculum and teachers teach by traditional instructional pedagogy and mainstream language/ Nepali medium but do not understand language who come from indigenous culture because they speak only mother tongue at home. As a result high dropout rate, poor academic achievement, irregularity due to the problem of instructional pedagogy and language. So waste of the huge amount of cost of government and parents. In this situation the responsive pedagogy is more useful for multi-lingual classroom. Multicultural curriculum, multicultural education and Cultural responsive pedagogy are more applicable and beneficial for multi-lingual and diverse classroom.

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