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Настоящее учебно-практическое пособие предназначено для студентов-бакалавров, обучающихся по направлению “Педагогическое образование”, и нацелено на развитие культуры доверия будущих учителей в поликультурной среде занятия по иностранному языку.

Материал пособия может быть использован для аудиторной и самостоятельной работы обучающихся по дисциплинам “Иностранный язык”, “Практика устной и письменной речи”, “Практический курс английского языка”, при подготовке к государственному экзамену по английскому языку.

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Пояснительная записка

Поликультурное образование является важной частью современного образовательного процесса и заключается в усвоении знаний о собственной культуре и о культурных ценностях других народов, в воспитании подрастающего поколения в духе уважительного отношения к иным культурам.

Современная образовательная среда включает в себя взаимодействие представителей различных культур. Поликультурный характер среды, в которой осуществляется современный образовательный процесс, налагает на учителя обязанность уметь работать с детьми разных этнических групп, верований, культур. Невнимание учителей к особенностям культур представителей разных этнических групп может отрицательно сказаться на мотивации учащихся. Поликультурное образование предусматривает диалог культур при изучении учебных дисциплин.

Пособие нацелено на развитие культуры доверия будущих учителей в поликультурной среде занятия по иностранному языку. Будущие учителя должны владеть навыками межкультурной коммуникации в условиях поликультурной среды, а также уметь правильно выстраивать учебно-методическую и воспитательную работу.

Будущие учителя должны понимать и учитывать принципы поликультурного образования, уметь правильно и эффективно их использовать. Это позволит учащимся, с одной стороны, осознать свою культурную идентичность, а с другой

стороны, понять взаимосвязанность и взаимозависимость людей в обществе.

Материал пособия может быть использован для аудиторной и самостоятельной работы студентов по дисциплинам «Иностранный язык», «Практический курс английского языка», «Практика устной и письменной речи», при подготовке к государственному экзамену по английскому языку.

1 Multiculturalism – A Challenge?

Throughout history, the movement of people has created pluralistic societies. Even though the term multiculturalism was only first coined in Switzerland in 1957, it goes without saying that countries like the US, Britain, and other European countries, have been multicultural for centuries.

The 20th century changed the global power balance, and especially World War II created a new order where two new super powers emerged, at the expense of the European colonial powers like France, Germany, Spain, Portugal and Britain. Both America and the Soviet Union declared themselves as being anti-imperialistic and, in the Western World, America urged Britain to get rid of the Empire. In the post-war years, the concept of multiculturalism took on a new phase as it was linked to the immigration to European nations, particularly those with a former colonial history. Multiculturalism is a complex issue and can be approached from many different angles. In contemporary debates, it has come to be seen as a collective term for societies that are multi-ethnic and multi-faith, containing several groups of people with different ancestry.

Multiculturalism and Immigration

Most scholars agree that multiculturalism is a result of past and present immigration. After World War II, the need for labour was pressing as a result of war damage in European countries. The economy was generally poor in most of Europe, but fared much better on the other side of the Atlantic where there had been little or no war action. Since the post-war period, war has been one of the major push factors for people emigrating to other countries. For

example, during the 1970s (1975-1981) there was a massive outpouring of Vietnamese refugees and boat people from Southeast Asia due to the Vietnamese invasion of Cambodia and the defeat of the Communist Khmer Rouge regime. Refugees fled to France, the USA, Canada and Australia. Under the dictator Idi Amin in the 70s, Uganda went through a scourge of ethnic cleansing leading to the expulsion of Asians, mostly Indian born. Refugees fled to Britain, Canada and America. Moreover, in the 90s the Western World witnessed the break-up of Yugoslavia with the subsequent war on the Balkans that led to a mass departure of refugees. In recent decades, those traditionally referred to as immigrants have rather been labelled asylum seekers and refugees as they often leave their home country due to famine, war or other natural disasters. Immigrants were frequently invited to or were able to settle in countries that did not have strict immigration controls.

Multiculturalism as Official Policy

Many countries have multiculturalism high up on the political agenda. Integration has played a vital role in policy making and politicians in several countries have passed race relations acts in an attempt to create equal opportunities for all, regardless of background. This is visible in education, in recruitment to public employment, in the media and other areas where there has been a political motivation to display diversity. On the other hand, it should be mentioned that there have been fierce political debates in some countries regarding, for instance, visible clothing like the hijab, the turban and the building of mosques, churches and temples. In France, the hijab debate provoked bitter resentment among ethnic minorities and white French, and in 2004 the French Parliament voted for forbidding the wearing of the hijab and other visible articles like Christian crosses and Jewish kippas.

Today's Global Challenges

It can be argued that multiculturalism and plurality has brought with it a number of challenges both on a global scale and in countries with high contingents of ethnic minorities. Some of the challenges lie in accommodating everybody and protecting vulnerable groups from racism, prejudices and discrimination and at the same time giving newcomers a fair treatment. With larger gaps between people on a global scale, there is a tendency that people from the southern hemisphere try their fortunes in the northern. That creates problems in Europe, America, certain countries in Asia, in Canada and Oceania.

Notably, this has led to a competition for jobs, the spread of ghettos, poverty, unemployment and race riots. In some areas in the richer Western nations, there is much talk of a new, poor underclass of both first and second-generation immigrants. In Britain for example, this competition has been visible and strongly felt in some inner city urban areas where many people in the traditional working classes have been out of work for generations. There the competition for status, rank and employment has resulted in direct confrontations between black and white Britons. In such areas, with a high unemployment rate, it is easy to recruit people to extremist organisations and in Luton, just north of London, there have in recent years been severe clashes between members of extreme Muslim organisations and members of the right wing fascist English Defence League.

Trends

Trends in recent years seem to suggest a twofold approach to multicultural policies. On the one hand, there is an urge to maintain the specialities of the different ethnic groups' distinctiveness, while on the other hand, there seems to be an appeal for all groups in

given societies to assimilate and embrace the country's traditions, values and national identity. Many Western countries seem relaxed about the notion of double identity; that there is no problem in keeping the identity from your home country and, at the same time, developing a sense of national identity in the country of habitat.

At the beginning of the 21st century, the multicultural debate took a new turn; from ethnic and visible differences to more concealed and hidden cultural and religious practices. Particularly after 9/11, multicultural diversity was in some countries seen as a threat, not only to Western values, but also to Western civilisation. There was much talk of the 'Clash of Civilisations', a term used in an article by Samuel P. Huntington from 1993, to describe a new phase of world politics. Terrorism, as it occurred in America in 2001, in Madrid in 2004 and London 2005, has fuelled a negative debate where the centre of attention is fundamentalism represented by the few and not the many. The subsequent debate about human rights, free speech and democracy has hampered clearer national policies on multiculturalism and the War on Terror and anti-terror legislation combined with the invasions of Iraq and Afghanistan have further fostered scepticism rather than openness and tolerance.

As global citizens we rationally know that acts of terrorism and the views that they represent belong to a small minority and not the majority. Ethnic groups have for a long time contributed vastly to different societies making them richer in all sorts of ways. Multiculturalism is based on the diversity found in ethnic groups. Ethnic groups are not homogenous and are made of individual people who should be treated with respect and tolerance. Compassion and decency must never lose out to fear and bigotry.

2 Three Models for a Multicultural Society

Multicultural societies have existed for a long time, and have usually taken one of the three following forms: segregation, assimilation or integration.

Pre-reading activity:

Discuss the origin of food, music and films that you enjoy regularly. Can you define a certain country or culture as its originator, or has it originated in the integration and transformation of many cultures?

Benefits and Challenges in a Multicultural Society

Important benefits can be reaped from cultural diversity; for example enhanced gastronomy, increased cross-cultural competencies, mental flexibility and tolerance in the population, artistic blossoming, social and political innovations, economic growth factors and much more. However, it may also present important challenges, such as discrimination, conflicts and a feeling of alienation.

Sign in Durban that states the beach is for whites only under section 37 of the Durban beach by-laws. The languages are English, Afrikaans and Zulu, the language of the black population group in the Durban area.

Three Models for a Multicultural Society

A) Segregation

In a segregated society the different populations are kept separate, or stay apart, either geographically or by having very few relations, even though they may live in the same area.

In extreme cases (for instance in South Africa during the Apartheid regime, which existed until the beginning of the 1990s, and during Segregation in the southern states of the United States until the 1960s) certain groups will not have access to the same professions, civil rights and public services as the rest of the population. In such cases there is usually one group - the one in power - that assumes a privileged and advantaged position.

In other situations, where segregation also seems to be involved, although in a less radical and institutionalised manner, people tend to choose to live separately. Their social networks consist mainly of people from their own minority culture, and they do not have much contact with the majority culture or language in the country where they live. They could find themselves choosing from a reduced number of professions that are mostly occupied by people from the same culture as themselves.

In such cases, there may not be any laws preventing people from moving to other areas, choosing other jobs or becoming members of the greater society, but highly efficient boundaries nevertheless exist in people's minds. This may be equally true for people who are part of the majority culture, and who don't necessarily invite people in from the outside, and for people from minority cultures that don't feel welcome or don't feel comfortable outside the cultural group that they identify as their own.

B) Assimilation

Assimilation means that people from minority cultures adopt the majority culture. In turn, the majority culture may adopt certain elements from the minority cultures it has absorbed (vocabulary, food preferences, certain beliefs and values etc.), making them part of a unified whole.

The assimilation model has traditionally been influential in the United States, at least up until the 1960s, when the intellectual landscape changed radically under the influence of countercultures and liberal political philosophy. Successive waves of immigrants were absorbed and became part of their new country. To a large extent they were welcome, but they were expected to conform to the American way of life. Sometimes, parts of their original cultures became part of the common culture.

The melting pot is a common metaphor for the assimilation model: the imagery has its origin in containers used for heating up and mixing different metals, with a new metal as the result. Some find it more useful to compare American culture to a pizza. The crust is a set of values shared by all Americans, whereas the toppings represent the diversity of the various cultures. Thus the pizza becomes a metaphor of diversity based on core values. In other words they are unified as Americans, but still diverse.

Critics have claimed that assimilation as a model may lead to cultural minorities feeling discriminated against, as a result of what may be seen as a lack of tolerance and respect. Moreover, one may wonder whether a society based on strict assimilation does not risk experiencing cultural stagnation if it does not conserve a certain openness towards contributions from other cultures. However, others have claimed that cultural homogeneity and a strong national identity contribute to social harmony, with everything this entails.

C) Integration

The integration model is sometimes simply referred to as multiculturalism. In this model cultural minorities are allowed, and to some extent expected and encouraged, to keep their distinctive traits (values, worldview, habits...), as long as they adapt to a

common and more or less minimal framework of norms and values that guarantee a well-functioning society (e.g. democracy, respect for human dignity through the observance of human rights, tolerance...). In other words, integration as a model for multicultural societies generates respect for cultural differences.

The integration model has had a lot of influence in the UK, where cultural diversity is far from being a new phenomenon and where it has been seen as a way of promoting social peace through respect for the different populations' cultural differences. Since the 1960s, integration has also been an influential model in the US and Canada. Australia and New Zealand also seem to have adopted it to some extent, at least as far as their native populations are concerned.

A salad bowl is often used as a metaphor for an integrated society. Like a salad, society is composed of a large variety of elements that are all the more delicious because they keep their distinctive qualities. In Canada, the phrase cultural mosaic is often used: a whole composed of distinct parts.

In an integrated society people from a majority culture sometimes experience a feeling of alienation, as if they were foreigners in their own country. However, considering that it is highly unlikely that cultural diversity will disappear anytime soon, the most potent criticism towards the integration model seems to be that it may too easily develop into some sort of spontaneous segregation; different communities living side by side without communicating in any productive manner at all. This may lead to tensions: if cultures don't communicate, they cease to understand each other, let alone give each other anything of value.

Comprehension:

1. The author lists a number of advantages and challenges of a multicultural society. What are they? Can you think of any others?

2. List the main characteristics of each of the three models for a multicultural society. Give examples of one or more countries which follow/have followed each model.

3. What type of society does the melting pot metaphor describe? Where does the expression come from? Is there a significant difference between describing a society as a melting pot, or as a pizza?

4. Which positive effects are claimed by supporters of the assimilation model?

5. What image is used for a society based on the integration model? Is this a good representation? Why? Why not? Are there any negative sides to the integration model?

Discuss:

Segregation, assimilation and integration may also be understood, respectively, as manifestations of fundamentalist, conservative and liberal views of culture. Use the Merriam-Webster dictionary to find the definitions of fundamentalist, conservative and liberal. Based on the definitions, explain why persons with these views would prefer one model of multicultural society over another.

Find out:

Search the internet and find examples of countries where segregation is practised in the world today.

Make a Poster:

The first picture in the text represents a multicultural society. Do you think it is a good representation? Make your own picture,

poster or Glogster representing a multicultural society and present it to the class.

Make Wordles:

A wordle is a word cloud. Use the following link to make three different word clouds illustrating Assimilation, Segregation and Integration. Link to Monkey Learn's page for making word clouds. Simply type in all the words you associate with the different terms. The clouds can be printed out and hung in the classroom, or shared on a class site.

3 Forced Migration

The world is currently experiencing the largest refugee crisis since World War II. According to the UN refugee agency (UNHCR), the number of people forced to leave their homes has doubled over the past decade to 79.5 million people (2020). This amounts to 1% of the world's population.

What is the difference between migrants, refugees, internally displaced people and asylum seekers?

Migrants are people who choose to leave their homes, not because of a direct threat or persecution, but because they want to improve their lives. It could be to find work, to seek better education or to be reunited with their family. Migrants can return to their homes if they wish.

Refugees are defined as people who have crossed an international border “owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.” (1951, Refugee Convention.)

Internally displaced people are people who have fled their homes but are still in their homeland and have not crossed an international border.

Asylum seekers are people who claim to be refugees, but whose claims have not been evaluated. Asylum seekers would apply for asylum on the grounds that returning to their country would lead to persecution on account of race, religion, nationality or political beliefs.

Why are people fleeing their homes?

The most common factor for forced migration around the world is various forms of conflicts – violent or non-violent. This is often closely linked to poverty, food insecurity, violence and persecution. The causes are many and they vary from region to region. Lately, we have also been forced to add climate change to this list. Climate change produces environmental effects which may make it difficult and sometimes impossible for people to survive where they live, and we know this will result in more human migration in the future, across international borders and within countries.

The European Refugee Crisis

While most refugee crises are local in the area of conflict, the alarming rise of refugees attempting to reach Europe between 2014 and 2018 was a brutal wakeup call for the Western world. In 2015, the peak year, 1.3 million people crossed into Europe. Some made their way over land, principally through Turkey and Albania. But the vast majority arrived by sea, crossing the Mediterranean in small and overcrowded boats that were often not seaworthy, resulting in thousands of deaths. The great majority reaching the shores of Europe in 2015 were refugees fleeing the Syrian civil war, but there were also people from Iraq, Nigeria, Pakistan and Afghanistan, all countries with recent or ongoing conflicts. The number of refugees seeking asylum in Europe has since decreased, but that does not mean that the number of refugees in the world has fallen.

Five countries dominate the refugee statistics. In 2020, more than two-thirds (68%) of all refugees came from only five countries: Syria, Venezuela, Afghanistan, South Sudan and

Myanmar. Let's take a quick look at the situation in these five countries.

Syria

The Syrian civil war started in 2011 and has become the largest refugee and displacement crisis in modern time. By 2020, more than half the Syrian population had left their homes, either crossing an international border (5.6 million) or moving to a safer place within Syria (6.2 million). At least half of all migrants from Syria are children.

Most Syrian refugees have fled across borders to neighbouring countries and have remained in the Middle East. Turkey hosts 3.6 million refugees from Syria, the largest number of refugees hosted by any country in the world. Other main receivers are Lebanon, Jordan, Iraq, and Egypt, all countries with limited resources of their own.

Venezuela

Once a democracy with the strongest economy in South America and the world's biggest oil reserves, today the economy of Venezuela is in ruins. Since 2010, corruption and failed government policies have led to the collapse of Venezuela's economy. The infrastructure in the country has crumbled, leaving millions of Venezuelans in poverty. There is a serious shortage of food and medicine, which has led the UN to characterise the situation as a humanitarian crisis.

By 2020, a total of 4.5 million Venezuelans had fled the country, making this one of the largest refugee crises in modern history. Colombia and Peru have been the main recipients of people fleeing from Venezuela, and 80% of all refugees have remained in Latin America.

Afghanistan

There has been political and social turmoil in Afghanistan ever since the Soviet intervention in 1979, with continuous waves of violence. Afghanistan has gone through a civil war, international interventions, war with the USA, and a deep conflict with the Taliban. Each conflict has resulted in an increase of refugees and internal displacement.

Today, there are almost 2.5 million registered refugees worldwide from Afghanistan. Ninety-five per cent of Afghan refugees have sought refuge in the neighbouring countries of Iran and Pakistan. In addition, there are over one million internally displaced people in Afghanistan, mostly people fleeing areas controlled by the Taliban.

South Sudan

After Africa's longest running civil war, South Sudan gained independence from Sudan in 2011. However, independence did not bring peace. In 2013, a new civil war broke out, and this escalated into a full-blown humanitarian crisis.

The result was the displacement of over 4 million people. An estimated 2 million Sudanese are internally displaced, while another 2 million have crossed the borders to neighbouring countries. Over 80% of people who have fled the country have been women and children, and 63% of all refugees have been under the age of 18.

Myanmar

The Rohingya is one of Myanmar's many ethnic groups, with its own language, culture, and religion. They have lived in Myanmar for generations, but the Myanmar government still regard

them as illegal immigrants from Bangladesh and have refused them citizenship and all basic rights.

In August 2017, violence erupted after a Rohingya militant group attacked several police stations. In the course of a month more than 6000 Rohingyas were killed, 280 villages were destroyed and people were forced to flee. More than a million Rohingya refugees have fled violence in Myanmar and most of them have crossed over the border to the neighbouring country of Bangladesh.

Answer:

The article describes what has been labelled The European Refugee Crisis. Was it fair to call this a European crisis if you compare it with the situation in other countries? Where are the actual crises taking place?

Write:

Write a short text where you include information and reflections about:

The number of migrants in the world today.

Where most migrants come from and what many of these countries have in common.

Where most migrants settle and what most of these countries have in common.

The imbalance between rich and poor countries.

Discuss:

A film can often convey a message better than a text. Below you will find two videos, one shedding light on what it is like to be a refugee and the other on our willingness to help.

Go through the videos and discuss:

What are the messages of the two videos?

How are the messages conveyed to the audience?

What is your opinion about the effectiveness of the videos?

‘Refugees are scum’ social experiment:

<https://www.youtube.com/watch?v=0SbjAAIWJZE>

Most Shocking Second a Day Video 1 & 2:

<https://www.youtube.com/watch?v=Aa3o7vWG93w>

Research:

There are many conflicts and humanitarian crises in the world today that result in forced migration. Choose a country where forced migration is a problem and find out more about the present-day situation, and the causes and possible consequences of this movement of people.

Ask yourself questions such as:

What type of conflict or crisis does this country face?

What is the number of refugees and internally displaced people from this country?

Why have people been forced to leave their homes?

What are the possible short and long-term consequences of this forced migration?

These NGO websites may help you on your way:

The UN Refugee Agency website: Global Trends 2019;

Norwegian Refugee Council website.

Present your findings in a Power Point presentation or as a short film.

4 Who Migrates – Where to and Where from?

The main movement of population in today's world is from developing countries in the south to developed countries in the north. People who choose to migrate usually move to richer countries than where they were born. People move to places where they think the quality of life will be better for them.

This movement of population is inevitable and necessary. In the north, there is a shortage of young, skilled workers and the population is ageing. There is a need for younger people in these countries. In the south, on the other hand, people often live in under-privileged conditions with few opportunities. Many young people in these countries aspire to a better life and are attracted by the richer countries in the north. So, potentially, there is a mutual beneficial situation: the north needs young, skilled workers and the south has an abundance of young, skilled workers with few or no job opportunities.

Because of this population movement, the migrant population in most OECD countries is now between 5% and 15% of the total population. In some countries this percentage is even higher. In Australia, 25% of the population was born outside the country. In Canada 19% of the population is foreign-born. Today in Europe there are 33 million residents born outside Europe. In the USA, 35 million residents were born elsewhere. Russia, France, Germany and Ukraine have 5 million each.

In a globalised world, this movement of population is inevitable. These days, many developed countries would not be able to operate without a large population of foreign workers.

Are these statements true or false?

1. The main movement of population is from developing countries to developed countries.
2. There are 4 million foreign born residents in Germany.
3. Most OECD countries have a foreign population of between 5% and 15%.
4. Many countries in the north would be unable to function without a large population of foreign workers.

Read the text again and match the two parts of the statistics:

Between 5 % and 15 %

25 %

19 %

33 million

35 million

5 million

The percentage of foreign born residents in Australia.

- The number of foreign-born residents in Europe.
- The migrant population in most OECD countries.
- The number of foreign-born residents in the USA.
- The number of foreign-born residents in Russia, France, Germany and Ukraine.
- The percentage of foreign-born residents in Canada.

Read the text and then write the push & pull factors in columns:

Why do people migrate? There are lots of reasons for people to move from one place to another. There are factors that make some people's countries unattractive, and there are factors that make other places attractive. These factors have been called push and pull factors. Push factors are the reasons why people want to leave a place – things that push them away from their place of birth.

Pull factors are the reasons why people want to go to one place rather than another – things that pull them towards a place.

Read this quotation and discuss the questions:

“... it is impossible to separate the globalisation of trade and capital from the global movement of people.” (The Economist, 2002)

1. Do you agree with it? Why/Why not?
2. What are the effects of the globalisation of trade and capital in our society?
3. What are the effects of the globalisation of people?
4. Are there many people in your city who were born in another country?
5. How do people feel about foreign workers coming to your city? Of the 6.3 billion people who populate the world, approximately 175-190 million live outside their country of birth.

Task:

Group A

Imagine you were moving to a new country.

What would be the most important factors to take into consideration? Put these in order of importance.

• Cinemas/theatres/concert halls • Good flats/houses • Good transport systems • Good schools/hospitals/universities • Presence of family/friends • Safe streets • Parks/green areas • Free press and media • Democratic system/equality • Language • Culture • Other?

Group B

Which of these things would most make you want to leave your home city or country?

• Unemployment • Poor housing and services • Poverty • Famine • War/unsafe social situation • No job prospects for your skills/qualifications • Government persecution • Discrimination • Climate • Geographical location • Other?

5 Migration and the Growth of Cities

So, these days, the leaders of successful cities realise that it is not only important to attract foreign-born workers, but also to retain them. Migrant populations are an asset to any city. Nowadays, it is an accepted fact that important cities need to attract workers from all over the world if they want to compete in the global economy. Many cities that appear at the top of league tables for economic performance also top the league tables for foreign born residents: London, New York, Amsterdam. Toronto, Vancouver, Los Angeles, Sydney, Frankfurt, Brussels. Cities all over the world are getting bigger and bigger. Urban areas gain approximately 60 million people a year. In 2008, 50 % of the world's population lived in cities. By 2050, two thirds of the world's population will be living in urban areas. This growth in population in cities has two sources. Firstly, migration from the countryside or small towns to bigger urban areas. And secondly, migration from other countries directly to big cities. In Europe, much of the recent population growth in big cities is due to the arrival of migrant workers from outside Europe. Large cities attract more foreign-born migrants, small cities attract local migrants. It is also the case that successful cities attract more migrant workers than less successful cities. Migrants are naturally attracted to cities with most job opportunities. The converse is also true. Successful cities always have a higher migrant population than less successful cities. This is because they can attract the skills, investment and human resources needed to compete in the global economy.

Complete these sentences:

1. Cities around the world are _____.
a) growing b) getting smaller c) unchanged

2. By 2050 _____ of the world's population will live in urban areas.

a) half b) less than half c) more than half

3. Many European cities are attracting migrant workers from _____.

a) other parts of Europe b) outside Europe c) the USA

4. Successful cities have a _____ migrant population.

a) lower b) stable c) higher

5. It is not only important to attract foreign-born workers, it is also important

to _____ them.

a) keep b) teach c) study

Read and find out what the magnets and glue of a city are:

Magnets and Glue Modern cities need to be competitive. They need to grow. Thriving cities are those that attract people and retain them. In this way, cities can grow and become more competitive in the global economy. Harvard Business Professor Rosabeth Moss Kanter coined two terms to express this idea: magnets and glue. Magnets are the elements of a city which attract people and investment. Glue is what keeps people and money in the city, what convinces people to stay in that city. Both magnets and glue are fundamental if a city wants to grow and thrive.

Are these examples of 'magnets' or 'glue'?

1) availability of jobs 2) a variety of job opportunities 3) affordable housing 4) presence of other migrants 5) a city's reputation 6) educational opportunities 7) access to community activities.

Read this list of eight factors that make a city an inviting place for migrants. With a partner, discuss what each factor refers to:

1. Economic factors.
2. Regulatory factors.
3. Cultural factors.
4. Amenity factors.
5. Connectivity/Accessibility factors.
6. Internationalisation factors.
7. Risk factors.
8. Leadership factors.

A. “I want a visa and a work permit. If I lose my job, I want welfare benefits. If I work in a place and pay taxes here, I want the same rights.”

B. “I’m looking for good schools and hospitals. I need support from the community and places for my kids to go and play.”

C. “I need to live in a place with a vibrant local culture – music, theatre, cinema, you know. I want my culture to be accepted too.”

D. “This city is very convenient. There are trains and buses into the centre. You can live in the outskirts and work in the centre. There’s also an airport.”

E. “I had heard of this city before I came here. They had The Olympics here in ’92. It is known all over the world for its cuisine, its football team, its style and fashion.”

F. “I’d like to live in a place where the streets are safe, where my kids can grow up without persecution, discrimination or violence.”

6 Teaching Multicultural Students

Finding a Place for Culture in the Classroom

What is Culture? Culture is a broad term, and one that is not easily summed up. In her book *Culture Learning: The Fifth Dimension on the Language Classroom*, author Louise Damen defined culture as the “learned and shared human patterns or models for living; day-to-day living patterns [that] pervade all aspects of human social interaction. Culture is mankind’s primary adaptive mechanism.” Individuals from varied nationalities, ethnicities, and races all bring cultural traditions to their interactions, and it’s up to teachers to recognize, celebrate and share these different perspectives. The following graphic displays some of the many ways that culture affects learning, both inside and outside the classroom:

In the Classroom

Academic Performance

Students are taught to process and understand ideas and information in different ways based on their cultural upbringings, meaning teachers may need to adapt lesson plans for multicultural classrooms.

Student-teacher Relationships

How students treat authority figures, and what they expect from them, differs across cultures. While American children tend to be more informal, other cultures may have very formal structures for student-teacher relationships.

Classroom Engagement

A complex blend of factors influences how students engage in the classroom. Students from impoverished backgrounds may

struggle to focus and participate, and English-language learners may be less likely to speak up in class.

Handling Conflict

Cultural responses to conflict vary significantly, and it's vital for teachers to be aware of these differences so they can mediate effectively. Some students are taught to avoid conflict at all costs, while other cultures see conflict as a positive and constructive exercise.

Solving Problems

Given the same set of information about a problem, students from different cultural backgrounds are likely to suggest a wide array of solutions. A teacher's job is to validate a range of approaches and help students understand there are multiple ways to solve a problem.

Outside of the Classroom

Food & Diet

Studies have shown that malnourished children struggle to remain focused and to retain information, so they are more likely to fall behind. Different family structures and socioeconomic factors can influence the nutrition students receive at home.

Socioeconomic Status

Socioeconomic status can influence school performance in many ways. For instance, some children may not be able to afford proper school supplies, causing them to struggle with homework assignments because they don't have the right tools.

Language

If a child is the only English speaker in their family, getting help from their parents or siblings on school assignments may not be possible. Some students may also have extra duties at home to

help their parents communicate with others, taking time from their studies.

Family Structure & Values

Students come from all different types of households, from single-parent families to multi-generational homes to parents of the same gender. Family structure and values can influence how students see themselves, interact with others and their attitudes towards school.

Religion

Whether adhering to specific duties or rules set forth by their religion, or missing class because of a religious ritual, students from religious backgrounds that are less common in U.S. culture may have trouble balancing different priorities.

Ethnicity (Race)

Different ethnicities and races have specific ideas about education and how to learn, some of which may clash with American ideas of classroom behavior or learning techniques.

Disabilities

In addition to cultural differences, students with physical or learning disabilities face an added obstacle to their learning. Students with family members who have disabilities may have different perspectives of education or less assistance with homework.

7 What is Multicultural Education?

Multicultural education is not a task to be done or even an end goal to be accomplished. Instead, it is an approach to education that aims to include all students, promote learning of other cultures, and teach healthy social skills in a multicultural setting. “It is the present and future of education,” according to Shilpa Bhouraskar, who runs a business offering online courses to students worldwide. “Multicultural classrooms are a melting pot of learning,” she says. “Rather than a passive, one-way flow of learning from teacher to student, there is a brainstorming of ideas, stories, and experiences that enrich the educational experience in ways that are impossible in monocultural classes.”

Classroom Resources for Multicultural Education

Using different activities and games in multicultural classrooms is an excellent way to foster inclusivity and encourage students to share their heritage. It’s also a beneficial way for teachers to involve students in different styles of study to immerse them in their learning. Sharing about oneself within the confines of an activity is often much easier than being asked open-ended questions and put “on the spot.” These activities can then provide a safe space for dialogue and serve as an entryway into more in-depth interactions. The following section outlines some examples of activities and games appropriate for different age groups.

Classroom Activities

Elementary School

Digital Holiday Field Trip

Take a virtual field trip to different students’ places of origin, on days when their country or culture is celebrating a holiday unique to them.

Games Around the World

Use the start of each lesson to learn about playground games from different cultures.

The Name Game

Students tell stories about what their names mean in their cultures and how they were chosen.

Share a Meal

Students (and their parents, if possible) bring in a dish their culture is known for and share it with their classmates.

Secondary School

Immigration Stories

Use Ellis Island's interactive online tour to learn about different cultures that immigrated to America. Expand the activity by allowing students to share their unique families' immigration stories.

Ethnicity Exercise

Students discuss their ethnic backgrounds and share three unique things about their culture (food, holidays, celebrations, etc.).

Writing Poetry

Students write poems that describe their identity, and then peer review in small groups.

'Who Said It?'

Quiz High school Teams compete to see who can identify the most quotes from historical leaders of inclusion movements (Gandhi, Martin Luther King, etc.).

8 Promoting Inclusion: Solutions to Common Challenges

A classroom attuned to the individual histories and backgrounds of its students is best positioned to be an inviting and stimulating space for all students. Unfortunately, there are still many that fail to embrace and educate students on the beauty of difference. Some of the most common problems of non-inclusive classroom environments along with their solutions are listed below.

Problem: Bullying presents an increased risk in classrooms where students aren't properly educated about different cultures.

Solution: Help students understand that classmates from other places aren't weird or bad, only different, to help remove motivations that lead to bullying.

Problem: Cliques often exclude students from other cultures, as students don't have the tools to interact with children who aren't like them.

Solution: Ensure classroom activities are inclusive and designed to engage students with each other, to build friendship and familiarity.

Problem: Refraining from talking about culture means students remain ignorant of how their classmates learn and interact with the world.

Solution: Make sure lesson plans focus on the cultures and histories of all students in the classroom, not only those from majority groups.

Problem: Teachers who don't take time to get to know their students' backgrounds often set a negative precedent for student engagement.

Solution: Commit to speaking to all students on a regular basis, to send the message that interacting and learning about one another is important.

Problem: When teachers fail to discourage behaviour that stems from stereotypes or misconceptions, it can foster bias against students of certain cultural backgrounds.

Solution: Teachers should be aware of preconceived ideas about the students in the classroom to guard against biased talk on the part of other students.

9 Q & A: Advice from a Multiculturalism Expert

How does creating an inclusive classroom lead to better learning for all students?

Every topic discussed gets a unique flavour from the experiences of every student who contributes, based on their individual culture and background. Recently, in one of our classes we were discussing how to write a friendly, open email. It was fascinating to see how students from across the world tweaked the message differently based on cultural aspects of what friendly, open communication means to them. This type of discussion and input would have been impossible in a monocultural class.

What are some teacher behaviours that could encourage (and discourage) multiculturalism?

The first step for any teacher is being aware at all times that they are addressing a classroom spanning languages and culture. Everything they say, the examples they give, the issues they address, the opinions they express, and the stories they share should keep a higher perspective to avoid issues of prejudice in religion, culture and social structure. Self-awareness is a huge factor, as is being able to create a space where students feel their opinions are valid and accepted, and that there is no right or wrong answer. Experiencing the freedom to say things without fear, ridicule or judgment encourages the most interactive and enriching learning experiences for everyone.

What are the factors to consider when trying to create an inclusive classroom?

The main factor is creating an environment where open, honest conversation is possible. I also strongly believe in giving my

students the freedom and control, rather than me controlling and monitoring what they should and should not say or do. If we trust and let students be within a multicultural room, they eventually tap into their humane side and find ways to understand each other. They still have their differences, but there is a growing sense of acceptance. Cultural barriers cease to exist and people can look beyond to focus on a common goal of learning.

Six reasons why multicultural education is essential in our diverse world.

The number of international immigrants skyrocketed from 153 million in mid-1990 to 271 million in mid-2019 (United Nations, 2019), which leads to modern societies becoming far more culturally diverse. According to Salto-Youth Cultural Diversity Resource Centre, cultural diversity is “the existence of a variety of cultural groups within a society”. These cultural groups not only refer to culture and ethnicity, but also sexual orientation, gender, age and so much more. The introduction of new cultural groups created a number of issues in the education space. Historically, language barriers were a huge problem in America – as in most Western countries – as public education put heavy emphasis on teaching English and assimilation into the adoptive culture, which negatively impacted new immigrants.

Then came the implementation of multicultural education and bilingual education, which attempted to solve the problem of language and racial discrimination in education. However, problems related to cultural diversity are still occurring nowadays and are much more complex and problematic than decades ago. Hence, multicultural education is more crucial than ever in breaking down stereotypes, intolerance, and bullying within schools; ensuring our new citizens feel welcome and included in their newly adoptive society.

10 Six Reasons Why Multicultural Education is Essential

1. Assist cultural groups in feeling included, and therefore feeling they belong in the school community. This, of course, makes the immigrant and non-white students more motivated and engaged to learn.

It has been raised up that certain cultural groups are being underrepresented in school curriculum and textbooks, and this issue was observed across secondary and tertiary education (Banks 2013 *The Construction and Historical Development of Multicultural Education, 1962–2012*) He argued that, in America, experiences of women and people of colour were being “marginalised”. Ethnic minorities could not relate to what they are learning in school, and, hence, these students feel “unwelcome, insignificant and alienated” (Gay, 2004). Contents of their textbooks are perceived to be irrelevant to them, there is minimal material for them to relate to culturally. This may be a challenge for them to study as everything they have learnt is so foreign to their cultural background, language or lifestyle. To new immigrants, it is already a major challenge adapting to a foreign culture, particularly if they come from a war-torn country and/or spent years in refugee camps with little hope for the future. Such irrelevant content in school may make it extremely difficult for them to adapt to their new society in which they find themselves. Gay suggests that multicultural curriculum can spark up their interesting in learning when they see content that are familiar to them. He mentioned several studies that indicate ethnically-diverse students had higher academic achievements

when cultural-specific elements were incorporated into the curriculum.

2. Gain accurate representation and knowledge of cultural groups.

The problem with cultural groups being underrepresented and marginalised is also associated with misrepresentation of their culture in textbooks. Knowledge taught in school should be more neutral and objective so that students can receive correct information on cultural groups (by people of that culture) that they are not familiar with. Some students may not be fully familiar with their own cultural group as well, such as students who grew up in one place but have different ethnic backgrounds.

School, therefore, is a key place for them to learn about their history and culture. To other students – those who are mostly the majority – learning the music, the festivities, and belief systems of the cultures of their peers and what their backgrounds signify is a powerful tool in creating inclusiveness and promoting intercultural understanding.

3. Promote intercultural interaction and harmony in a school setting.

Hjerm et.al. 2018 state in a study undertaken in Sweden: “[There is] an association between exposure to teaching about critical thinking as well as multiculturalism ... and anti-immigrant attitudes among students, i.e. higher exposure is related to lower levels of anti-immigrant attitudes”. And as Hanson et.al. 2016 state in a US study: “Types of new learning that facilitate reaching the goal of culturally responsive teaching include learning about diversity, using self-reflection of how one behaves in a complex sociocultural environment, recognizing the differences in cognitive filters between teacher and student, and participating in challenging

conversations about social justice and educational equity for diverse students”.

This clearly suggests that multicultural education acts as a way for students from different cultural groups to communicate and interact with each other. Students may distance themselves from other cultural groups because they do not know them well; they may not understand the background, histories, belief systems, or where differences and similarities exist. In this context, there is a strong likelihood of ‘othering’ – creating an ‘us and them’ mentality – as the groups tend to keep unto themselves. Promoting multicultural education may clear up some of the misconceptions students have towards certain cultural groups and eradicate the stigma they put on these groups. In turn, it may lessen the amount of bullying cases that targets culturally different groups. Intercultural interaction can also be fostered with the guidance of teachers. They can incorporate group projects or discussions in class when teaching topics on multiculturalism. This allows students to step out of their comfort zone and communicate with each other; inviting the culturally diverse students to speak of their festivities, music, food, and belief systems.

4. Mindset of critical thinking on current social issues surrounding cultural diversity.

The biggest takeaway from education for students should not only be restricted to textbook knowledge, but also how they can incorporate it to their own experiences and their current reality. Multicultural education allows students to hone their critical thinking skills on topics surrounding cultural and social issues, including “institutional racism, classism, sexism, ableism, ageism and homophobia” (Gollnick& Chinn, 2006). For instance, multicultural curriculum may include the history of African

Americans, and what they had been through from slavery, to the civil rights movement of the 1960s, to the present with the Black Lives Matter movement and the disproportionate incarceration of young black men. Students can understand the historical continuum of social issues as they are still happening today. Think about the on-going protest on Black Lives Matter, triggered by the death of George Floyd. They may think about the significance of this and why the problem still exists after more than a century since the abolition of slavery was brought into legislation in 1865.

Textbook knowledge may be essential in terms of examinations, graduation, and obtaining scholarships, but more importantly, information – regardless of its form – needs to be transferred into schematised knowledge systems and applied to life so students can become change-agents, apply knowledge to reality to make a change in society.

5. Advanced equity in education

The idea of education equity is to “provide people with resources that fit their circumstances” (Waterford, 2019). Students are all unique individuals, treating everyone equally does not mean that students’ needs are being addressed adequately. One aspect of multicultural education is equity pedagogy according to Landon-Billings (2003). Some students need extra support from the school and teachers just to be on the same level with their peers. Students whose first language is not English may struggle to comprehend the simplest tasks in class. As a result they may not be performing well in a specific subject, not because they do not work hard but because they lack appropriate support from schools. Culturally diverse students have their own set of challenges in a given school environment. In order to help these students overcome these challenges, it is not enough to give all students equal opportunities

but, more importantly, teachers provide specific help to have better academic achievements. In addressing these challenges into the future Sleeter (2018) states:

“It is highly likely that nations around the world will continue to experience movements for political rights and recognition as well as immigration or migration involving racially and ethnically diverse families and that these experiences will demand changes in education ... As a field, multicultural education offers many very useful strategies and conceptual tools. But what educators from dominant groups think are the key issues and best solutions are not necessarily the same as what students, parents, and community members from non-dominant groups think. Some of the most difficult but most necessary work in multicultural education involves helping those who are used to being in charge learn to listen to and take seriously those they have learned to dismiss.” (p15)

6. Promote multiculturalism and multicultural education amongst teachers and educators

Teachers are responsible for sharing knowledge with their students. The way for teachers to effectively teach their students is through gaining accurate knowledge on multiculturalism As Paris and Alim point out in their book *Culturally Sustaining Pedagogies* (2017): “... students and their families [from cultural diverse backgrounds] are put in situations where in order to succeed in school, they have to either deny or lose their cultures, histories, languages, and literatures. Furthermore, the authors suggest that there is a need for change in both the position and terminology related to pedagogical theory and practice. They offer CSP [Culturally Sustaining Pedagogies] as a solution, as CSP implementation seeks to accept, support, and sustain pluralism on cultural, literate, and linguistic levels.

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