

Multiculturalism and Integration in Languages

Contributors

Taekhil Jeong et al.

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Preface

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. Integrated education encourages open-minded attitudes among pupils as well as building the confidence and ability to question, observe, listen and make informed decisions. The text *Multiculturalism and Integration in Languages* presents issues of diversity, integration, and identity that are characteristic of any multicultural society. An affective impact of writing extensive journals in a university-level course has been investigated in first chapter. A discussion of multiculturalism in Australia from educators' perspective has been proposed in second chapter. Third chapter highlights key problematic issues, especially in light of the increasingly diverse student bodies, and highlights potential solutions for the European language context. An overview on trilingual education in Hong Kong primary schools has been presented in fourth chapter. Fifth chapter proposes multilingualism in education, where indigenous languages are used alongside English as the media of instruction in schools to eventually promote their use in Kenya. In sixth chapter, we trace language policies in Kenya's formal education sector since 1963, drawing parallels between the prevailing policies and the patterns of creative writing. Seventh chapter reviews Chinese conceptualizations of globalization and culture as well as English as an International Language (EIL), and analyses ELT textbook materials for secondary schools in China. The objective of eighth chapter is to inquire whether the discrepancies in achievement levels of students from the two sub-systems of education in Cameroon can be traced in lack of harmonization. Ninth chapter introduces a new methodology for measuring multicultural levels/intensity based on a study on attitudes towards multiculturalism conducted among college students in Israel. A source of solidarity and multiculturalism in American society has been discussed in last chapter.

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Chapter 1

CHARACTERIZATION OF MULTICULTURAL VALUES: AFFECTIVE IMPACT OF WRITING EXTENSIVE JOURNALS IN A UNIVERSITY-LEVEL COURSE

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ABSTRACT

The highest educational objective of affective domain is characterization, which refers to the level of character development where individuals' behaviors and values remain consistent. Because the educational objectives of affect are categorically different from cognitive educational objectives, an alternative pedagogical conceptualization that integrates teaching, learning, and evaluating aspects of character development is essential in multicultural education. The current action research presents: 1) a rubric of multicultural education journal writing that evaluates the quality of students' journals; 2) coherent journal topics and accessible resources for journal entries; and 3) exemplary student journals that sufficiently meet the criteria of rubric, topic, and resource requirements. The presented rubric, topics, resources, and actual student journal examples may serve as a model that both multicultural education teachers and students alike can utilize in their teaching and learning practices.

INTRODUCTION

Where an affective variable refers to systematic evidence regarding individuals' different degrees of emotions, interests, attitudes, and values (Krathwohl, Bloom, & Masia, 1964), affect is a fundamental aspect of being human because it plays such an integral role in human motivation and behavior (Reeve, 2005). Nevertheless, most educators agree that adequate amounts of instructional time and educational efforts should be invested in enabling learners' growth in affective domains (Banks, 2014; Bennett, 2011; Ford, 2011). The results from numerous quantitative and qualitative studies support that attitude toward learning (Dompnier, Darnon, & Butera, 2009; Elik, Wiener, & Corkum, 2010; Shirbagi, 2010), interest in a particular subject (Kerger, Martin, & Brunner, 2011; Sarwar, Yousuf, & Ranjha, 2011), and (dis)respect for teachers (Poulou, 2009; Shadreck & Isaac, 2012) play a major role in students' learning accomplishments. However, the affection-related educational goals have received inadequate attention in traditional educational settings (Krathwohl et al., 1964; Ford, 2011). Each student in a classroom is a holistic individual with affective and cognitive sensibility, and thus investments of instructional time and educational resources have to be balanced between the growth of affective characters and the proliferation of content knowledge. For this reason, educators have been concerned with the question of "not just what to teach but how to teach" (cited in Cook, 2000: p. 13). Moreover, with advancement of assessment theory and practice, educators are now encouraged to align students' formal learning experiences not only over curricular and instructional domains but over assessment and evaluation domains as well (McMillan, 2007; Popham, 2011). The current paper purports to explore such a pedagogical approach that includes assessment, learning, and teaching which are integrated within a university-level multicultural education course entitled Teaching in Pluralistic Society.

Banks (2014) conceptualizes that the constituents of effective multicultural education should include intellectual sophistication, emotional empowerment, and a concrete action plan for learners. Pre-service teachers' intellects can be sophisticated by learning about cultural pluralism and various ethnicities represented in our nation's diverse classrooms. Teachers' cognitive sophistication ramifies their pedagogical skills and strategies into authentic assessment,

understanding of students' different learning styles, and culturally responsive teaching strategies. In a similar vein, having a concrete plan of action with multicultural awareness results in constructing culturally competent lesson plans in one's own subject areas and grade levels. Those two components of multicultural education typically involve cognitive process, and produce concrete outcomes such as test scores and constructed lesson plans. However, emotional empowerment involved with educational objectives of the affective taxonomy tends to produce less tangible outcomes such as value development or character growth, where taxonomy refers to the science of description, identification, naming, and classification (Krathwohl et al., 1964).

The component of emotional empowerment is of particular interest to the current action research. Action research is defined as, "research in which the practitioner is engaged in collecting data or information for the purpose of solving a practical problem in an authentic setting" (Nolen & Vander Putten, 2007: p. 406). Because affective educational objectives are very different from those of cognitive educational objectives (Krathwohl et al., 1964), there have been attempts to re-conceptualize the process of instruction and assessment as an interactive dynamic of affective development for pre-service teachers (Ford, 2011; Popham, 2011). Those innovative approaches of instruction and assessment should contribute to the efficacy of multicultural education by providing direct hints to guide pre-service teachers' learning and by evaluating their educational progress. Such instruction and assessment should permit not only summative but also formative feedback as an integral part of the teaching and learning process. Moreover, it would be ideal if such a learning approach allows students with the opportunities of self-regulation and autonomous choices. In order to actualize such pedagogical visions, I have required students to write extensive journals as a course requirement in my multicultural education course. Journal writing refers to the activities of reflections and consequent writings, where "the very production and acquisition of knowledge" is being constructed and contested by students' writing activities (Giroux, 1991: p. 512). Epistemologically, journal writing is a constructivist approach as Banks (2014) conceptualizes, "when teachers engage students in knowledge construction, the students

are given opportunities to participate in building knowledge and to construct their own interpretations of historical, social, and current events" (p. 88).

REVIEW OF LITERATURE

The purpose of current action research is to develop a model that effectively puts a journal writing assignment as a course requirement into pedagogically sound practice in a university-level multicultural education course. Action research typically involves cyclic problem-solving activities, in which a researcher takes an initial action to resolve the identified problem and involves interactive reflections about the efficacy of the engaged action (Check & Schutt, 2012). Fraenkel and Wallen (2009) indicated that action research is fundamentally different from all the other traditional research methodologies. Action research focuses "on getting information that will enable them (researchers) to change conditions in a particular situation in which they are personally involved" (Fraenkel & Wallen, 2009: p. 13). I conceptualize that action research is not only methodologically different from traditional hypothesis-testing studies as Fraenkel and Wallen (2009) proposed, but also requires a different format of research report, which typically entails useful model, product, information, and practical propositions. The research question I focus on in the current study is, "What constitutes effective practices of the journal writing assignment as a college-level course requirement?", and "What does the product of each component of effective journal writing practice in the multicultural education course look like?" For the first research question, I would like to construct a clear rubric that guides and evaluates the quality of journal writing, and compile coherent topics and resources of journal writing entries. For the second research question, I would like to present the constructed rubric, the suggested topics and resources, and actual student products of exemplary journals. Therefore, the current action research purports to construct pedagogical products that will facilitate the growth of students' multicultural values through journal writing practices.

Krathwohl et al. (1964) published taxonomy of affective educational objectives as an extension of hugely successful *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain* (Bloom, 1956). Krathwohl et al. (1964) conceptualized that higher

order affective characteristics such as valuing, organization, and characterization requires "far more effort and far more complex sets of arrangements than are usually provided in particular classroom lessons and sessions" (p. 78). Valuing refers to the development of a sense of responsibility and commitment to a particular value, organization refers to the establishment of a conscientious base for making decisions, and characterization refers to the demonstration of behaviors consistent with one's value system. Those prerogatives of "far more complex sets of learning arrangements" of Krathwohl et al. (1964) have been pursued as journal writing assignments in my multicultural education course. Christine Bennett (2011) conceptualized, "multicultural education has ideological overtones based on democratic ideals" (p. 10), and multicultural education encompasses four core values: 1) acceptance and appreciation of cultural diversity; 2) respect for human dignity and universal human rights; 3) responsibility to the world community; and 4) respect for the earth. The four multicultural core values can be equated with the higher-order affective educational objectives such as valuing, organization, and characterization. With the foregoing conceptualization, therefore, the relationship of educational objectives between multicultural education and affective education is compatible and transposable. Banks (2009) conceptualized four levels of approaching multicultural education curricular content: 1) contributinal, 2) additive, 3) transformative, and 4) social action. The contributinal approach refers to a focus on ethnic heroes, holidays, and discrete cultural elements. The additive approach refers to the integration of multicultural concepts, contents, themes, and perspectives into curricular contents without changing the curriculum structure. The transformative approach refers to significant changes of curricular contents that enable students to view concepts, issues, events, and themes from the multiple perspectives of diverse ethnic and cultural groups. The social action approach refers to the level in which students make decisions on important social issues and take actions to help solve the social problems. Synthesizing the conceptualizations of hierarchical affective educational objectives (Krathwohl et al., 1964) and multicultural curricular content structures (Banks, 2009), the following flow chart-like rubric was constructed to measure the quality of students' multicultural education journals. A good rubric should allow instructors to identify the skills that students have acquired and skills that remain unchallenged. Such

information is necessary if teaching is to be responsive to students' needs. From the learners' vantage point, rubric criteria should be a natural fit for the assignment (i.e., the assignment must be designed to address each specific criterion). In addition, the instructor should consistently value and support the rubric criteria by providing much formative evaluation feedback that adequately and appropriately guides students' growths of multi-cultural values.

RESEARCH METHOD

The prerequisite of extensive journal writings as a multicultural education course requirement should include: 1) developing and constructing a rubric that guides the affective growth of students, evaluating the quality of students' journals; 2) sharing and suggesting coherent topics and readily available resources for journal entries, and 3) introducing exemplary students' journal writings that adequately meet the above requirements of rubric, topic, and resource. The rubric, topics, resources, and actual journal examples may serve as a model that both multicultural education teachers and students alike can utilize in their teaching and learning practices.

Participants and Procedure

The participants of the current study include 15 students who gave written voluntary permission on the Consent Form, out of the total 17 enrolled students in the M300 course, entitled Teaching in Pluralistic Society during the spring semester of 2013. In this course, each student is required to submit the same set of journal writings twice, one as an off-line paper copy and the other as an on-line ONCOURSE* electronic attachment. The conventional paper copy journal submissions are graded and returned to each student with the instructor's feedback and grade within the two weeks from the submission date. While the researcher is away from the classroom during the consent procedure, another faculty member of the School of Education would visit the class with the voluntary consent forms to conduct the students' consent process and explain that the collected consent forms will be sealed and kept in a separate envelope in a secure vault in her office. The researcher (the instructor of record) is unable to access the consent forms until the semester is completely over,

thus guaranteeing that each student's journal grades (or any other grades for that matter) would not be affected by his or her consent or non-consent status. After the semester grade has been posted and the semester officially concluded, the researcher is provided with the collected consent forms. At this point, the researcher meticulously expunges out any identifiers that may possibly lead to the identity of a student from the electronic sets of multicultural education journals from only those students who gave consent. Moreover, the selected journal entries are strictly referred to as example 1, example 2, and so forth. With those aforementioned consent procedures and the participant anonymity protections, students' identities will not be revealed while the study is being conducted or when the study is reported or published.

Research Design

The current study will benefit in determining the pedagogical soundness of extensive journal writings as a major course requirement in a multicultural education course. In addition, if the current study report is published, it may provide other multicultural education students and teachers alike with information regarding a journal evaluation rubric, journal topics, and related resources. Where action research is defined as "research conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice (Fraenkel & Wallen, 2009: p. 589), the current study utilizes the research design of qualitative practice-oriented action research. The current study is qualitative in its research design: collecting and analyzing narrative data (i.e., students' exemplary journal entries) without assigning numeric value system such as Likert-scales. The current study is practice-oriented in nature because the products of the current study promotes a model of the multicultural education rubric of journal writing, and the topics and the resources of refined journal entries that I consider useful and effective to facilitate the characterization of multicultural values for the students.

RESULT AND DISCUSSION

In the section that follows, the constructed rubric of multicultural education journal writing (Table 1), suggested journal entry topics

and related resources, and actual exemplary students' journal entries are presented and discussed.

Rubric of Multicultural Education Journal Writings

The spirit of the overarching journal writing assignment can be summarized using the terms of authenticity, creativity, and reflection. Authenticity refers to being genuine with oneself (i.e., discuss what/how each student feels about the multicultural issue under consideration). For this aim, the first-person speech in the journal narratives is used and expected to discuss each student's own thought, morale, and lesson, not to discuss others' or textbook authors' ideas. Creativity refers to expanding the multicultural discourses beyond the boundary of course textbook discussions. Students are encouraged to add, substantiate, expand, and construct multicultural reflection narratives from the contexts of situated personal and community level to those paradigms of historical, societal, national, and global perspective. Reflectivity refers to the quality of journal writings to be more transformative and characterization-oriented. Persuasive narratives or expository action plans including lesson (unit) plans to present solutions to social and educational problems, ideas, and perspectives to impart multicultural values should be esteemed with more weight.

Suggested Journal Entry Topics and Related Resources

The purpose of the journal writing assignment is to heighten students' cultural sensitivity of important multicultural issues and to build a reflective learning platform for multicultural education over an entire semester of the course duration. Students should commit to one journal entry per week, each entry being typically one and a half pages in length, with a minimum of 15 entries totaling about 20 pages. Journal topics should derive from answering the suggested journal topics, reading the course texts, class discussions, field participations, and the experiences of students. Contemporary mass media news also can be an excellent source for students' journal reflections. 1) What is multicultural education? Is it necessary? Why? Why not? (Bennett, 2011: ch. 1). 2) What characteristics does a culturally competent teacher demonstrate in and out of the classroom? How do I prepare myself to be a culturally sensitive