

# Impact of Cultural Diversity in Classrooms of Secondary Schools

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## Abstract

Students spend their real life hours in a classroom learning and getting an education. But occasionally they were left with an unpleasant memory of that location. A varied classroom experience usually has a different influence on the students. Because of the diversity of cultural backgrounds represented in the class. By using the skills and teachings of the teacher, that might be managed and corrected. The study's goal is to provide guidance in a multicultural school, culturally different groups are acknowledged and supported. Multicultural ideas may coexist in the educational setting with teaching methods that value variety as a resource and an added benefit, such as studying cultural diversity or using material that is sensitive to different cultures in the classroom. Using open-ended research questionnaires, school instructors who are the variables in a qualitative study and the major source of data collection are contacted directly. Interviews were done by the researcher with 12 respondents who were three different school instructors. The semi-structured questionnaire that served as the interview's instrument was utilized to conduct the semi-structured interview. Interviews with a specific population of lower secondary teachers were the main method of my research.

## Keywords

Cultural, Diversity, Motivational Dynamics, Classroom, Students

## 1. Introduction

The study was conducted to discuss and maintain a positive environment in a diverse classroom. The motive of the research was to create and develop a good understanding between students and teachers. This can always be challenging everywhere. There are many co-educational schools where multicultural students have been studied for a century or more. Both the old and new schools are

# Schools Classrooms A Cultural Studies Analysis Of Education

**Norman G. Lederman, Sandra K. Abell**



## **Schools Classrooms A Cultural Studies Analysis Of Education:**

Schools and Classrooms Colin Symes, Noel Preston, 1997 The first edition of Schools and Classrooms proved a popular and successful text for undergraduate students studying educational philosophy or educational theory subjects As with the last edition the book analyses and interprets contemporary social theory and then offers its own progressive perspective on education The book is organised into three parts Part One deals with general issues to do with schooling and education Part Two with specific facets of day to day classroom practice and Part Three offers suggestions on how educational practice can be modified and transformed This is an excellent text that challenges formal educational theory and explores dimensions and themes not generally covered in other textbooks in education      Resources in Education ,2001      **The SAGE Handbook of Research in International Education** Mary Hayden, Jack Levy, Jeff Thompson, 2015-10-13 The landscape of international education has changed significantly in the last ten years and our understanding of concepts such as international global and multicultural are being re evaluated Fully updated and revised and now including new contributions from research in South East Asia the Middle East China Japan Australasia and North America the new edition of this handbook analyses the origins interpretations and contributions of international education and explores key contemporary developments including internationalism in the context of teaching and learning leadership standards and quality in institutions and systems of education the promotion of internationalism in national systems This important collection of research is an essential resource for anyone involved in the practice and academic study of international education including researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools      **Cultural Studies Goes To School** David Buckingham, Julian Sefton-Green, 2005-08-15 In the context of the growing diversity of contemporary societies and the central importance of the electronic media the place of popular culture in the school curriculum has become an increasingly controversial political issue Based on in depth research in an ethnically mixed working class secondary school Cultural Studies Goes to School is concerned with the relationships between young people s involvement in popular culture outside school and their experiences of media education within the formal school curriculum The first part of the book provides a detailed analysis of students readings and uses of popular media ranging from computer games and soap operas to comics and rap music It offers a further challenge to received notions of young people as passive victims of ideological manipulation by the media and develops a social theory of reading that acknowledges the complex roles of gender race and social class The second part describes a number of classroom projects involving both critical and practical aspects of media education Through analysis of students work in a range of media including photography video and print the authors develop a challenging theory of learning about popular culture and its place in the school curriculum This book offers an exciting and accessible account of young people reading and making popular culture which challenges many of the political claims and received wisdoms of academic Cultural Studies      **Encyclopedia of the**

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**Building Bridges in Teacher Education** Warren Halloway,1994

Silence in Intercultural Communication Ikuko Nakane,2007 How and why is silence used interculturally Approaching the phenomenon of silence from multiple perspectives this book shows how silence is used perceived and at times misinterpreted in intercultural communication Using a model of key aspects of silence in communication linguistic cognitive and sociopsychological and fundamental levels of social organization individual situational and sociocultural the book explores the intricate relationship between perceptions and performance of silence in interaction involving Japanese and Australian participants Through a combination of macro and micro ethnographic analyses of university seminar interactions the stereotypes of the silent East is reconsidered and the tension between local and sociocultural perspectives of intercultural communication is addressed The book has relevance to researchers and students in intercultural pragmatics discourse analysis and applied linguistics

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*Managing Machines?* Chris Bigum,Bill Green,1995 Produced for units EAE433 and EAE633 offered by the Faculty of Education in Deakin University s Open Campus Program

Handbook of Research on Children's and Young Adult Literature Shelby Wolf,Karen Coats,Patricia Enciso,Christine Jenkins,2011-04-27 This multidisciplinary handbook pulls together in one volume the research on children s and young adult literature which is currently scattered across three intersecting disciplines education English and library and information science

*Bulletin* University of Minnesota,1916

**West Haven, Classroom Culture and Society in a Rural Elementary School** Norris Brock Johnson,1985 Johnson sees the school experience as inculcating children of widely different backgrounds with a common set of myths rituals and values important to the continuity of our national culture He describes how in ordinary classroom life the children are conditioned to look after themselves rather than others to rank the worth of others by race and sex to separate work and play and to consume rather than produce lessons often different from the stated curriculum Originally published in 1985 A UNC Press Enduring Edition UNC Press Enduring Editions use the latest in digital technology to make available again books from our distinguished backlist that were previously out of print These editions are published unaltered from the original and are presented in affordable paperback formats bringing readers both historical and cultural value

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