



ABSTRACT

This project is called “Multicultural Education New concepts to be integrated in teacher’s lesson plans.” It was developed in order to let teachers in Cuenca know about this topic and to encourage them to train and to be better teachers. Before to analyze which concepts should be included in the lesson plans, we have to know what Multicultural Education is. As Nieto mentions, it is a school reform where students learn about pluralism and cultural differences in a school (qtd. In Multicultural Education 110).

Nowadays the government is working, in order to integrate multicultural concepts in the educational system. Government has made reforms in the national constitution, and in the Educational law. All these efforts have helped to start a process of an improvement in Education.

A teacher must be able to develop the lesson plan with content of different cultures, the lesson has to encourage students to reduce their negative racial attitudes, to increase social justice, and to develop a critical criteria among similarities and differences of cultures.

This work includes opinions of English Native Speakers about multicultural education. Besides, a group of high school students were surveyed in order to know how much they are aware of cultural differences among their classmates. Finally, two lesson plans are proposed, which include several activities with multicultural content.

Key Words: Education, Multicultural, Culture, Teacher, students EFL

**TABLE OF CONTENTS**

Cover	
Authorship.....	II
Dedication.....	III
Acknowledgement.....	IV
Table of contents.....	V
Abstract.....	VII
Introduction.....	1
 Chapter I: The problem...	2
1.1 Topic.....	2
1.2 Description of the problem.....	2
1.3 Justification.....	2
1.4 Objectives.....	3
1.4.1 General Objective.....	3
1.4.2 Specific Objectives.....	3
 Chapter II: Theoretical Framework.....	4
2.1 Multiculturalism.....	4
2.2 Multicultural Education –Definition.....	4
2.3 Advantages of Multicultural Education.....	5
2.4 Curriculum and School transformation to integrate Multicultural Education.....	6
2.4.1The School Transformation.....	7
2.4.2Teacher´s role.....	8
2.5 The Educational Situation in Ecuador.....	8
2.6 How to include Multicultural concepts in teacher´s lesson plans?.....	9
 Chapter III:	
Methodology.....	12
3.1 Settings and Participants.....	12
3.2 Procedure.....	12



Chapter IV: Results and Analysis	14
4.1Results.....	14
4.1.1SurveyResults.....	14
4.1.2 Interviews Results.....	17
4.2Analysis.....	18
4.2.1 Survey Analysis.....	18
4.2.2 Interviews Analysis.....	19
4.3 Lesson Plans which include Multicultural concepts to apply in English Class.....	23
 Chapter V Conclusions and Recommendations	30
5.1Conclusions.....	30
5.2Recommendations.....	31
 Works Cited	32
Appendices	34



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA

Multicultural Education: New concepts to be considered in the
teacher's lesson plans

Tesina previa a la obtención del Título de
Licenciada en Ciencias de la Educación
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INTRODUCTION

This work called “Multicultural Education: New Concepts to be Considered in the Teacher’s Lesson Plans” has been developed in order to provide English teachers and students the basic information about what Multicultural Education is, and make them be aware of the importance of this issue.

As it is known in Ecuador it is possible to find people from different places and cultures. However, teachers sometimes do not take into account this fact, and do not find possible activities to be developed in class considering these differences.

This thesis includes topics such as the definition of Multicultural Education and the components to be taken into account in class. Besides it will expose the advantages of including multicultural education concepts in teachers’ lessons.

In addition to the definition and advantages, an explanation of how these multicultural concepts can be integrated into the lesson plans will be discussed. Then an analysis of the situation in Ecuador about this topic will be also provided.

At the end of the project, some conclusions will be drawn about Multicultural Education as well as the summary of the advantages that the integration of these concepts in the teachers’ lesson plans could bring to improve the daily classes. Finally, recommendations will be included about how teachers should manage multicultural classes.



CHAPTER I

THE PROBLEM

1.1 Topic

MULTICULTURAL EDUCATION. NEW CONCEPTS TO BE CONSIDERED IN THE TEACHER'S LESSON PLANS

1.2 Description of the problem

It is possible to notice that in an EFL classroom students have a limited knowledge about cultural differences and the importance of the concepts related with multiculturalism is not recognized. The problem that students have limited information of the topic could occur due to the fact that teachers' lessons have not included multicultural concepts. Maybe this situation happened because teachers do know about the topic, but they do not consider it important to be taught or they do not know much about the topic. Therefore the purpose of this work is to provide some information to teachers and encourage them to implement multicultural knowledge in their classes.

1.3 Justification

This topic was chosen in order to see in general terms if multicultural concepts are applied in Ecuadorian EFL classes, and if they are, how they are applied and. Also, it will be important to provide more information about this topic to teachers and students as a small contribution for them to improve the teaching-learning process including some of these multicultural concepts.

As Ecuador is a multicultural and intercultural country (these two terms are closely related because these have the same approach of culture) Teachers and students should know a little more about multiculturalism, so there will be the possibility that they could respect cultural differences, to learn more



from those, and to lead them to act by means of social justice with no discrimination.

Thus, Multicultural Education covers different issues such as discrimination, cultural differences, different beliefs, etc. but in this work two aspects will be focused: discrimination and cultural differences. These two aspects will be analyzed in a brief way. Then based on this analysis conclusions and recommendations will be provided.

1.4 Objectives

1.4.1 General Objective

- To encourage teachers to incorporate new concepts about multiculturalism in their classes.

1.4.2 Specific Objectives

- To provide information to teachers and students about Multicultural Education.
- To encourage teachers and students to be more respectful and tolerant with cultural differences.
- To make students and teachers be aware of Multicultural issues.



CHAPTER II

THEORETICAL FRAMEWORK

This section will include topics related to multicultural education as well as some advantages of including lesson plans in which the multicultural differences could be focused. Thus, the first topic is definition of multiculturalism.

2.1. Multiculturalism

Multiculturalism is defined by Atkinson, Morten and Sue (qtd. In Wing S. Derald) as "...differences based on religion, sexual orientation, socioeconomic factors, age, gender, physical (dis)abilities and even on levels of acculturation and assimilation" (3).

These differences can be seen in schools, in which learners of several backgrounds are immersed; therefore, it is also important to give a definition of what Multicultural Education is.

2.2 Multicultural Education – Definition

Banks mentions, "A major goal of multicultural education is to create equal educational opportunities for students from different racial, ethnic, and social-class groups" (97). Besides, Nieto says "Multicultural Education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms pluralism." (qtd. In Multicultural Education 110) Another concept is given by Grant & Sleeter who state, "... [Multicultural Education is] the belief that schools in a society can and should prepare citizens to work actively and collectively on problems facing society." (qtd. in Multicultural Education 110).

In addition, in the article "*Multicultural Education in your Classroom*," by E.K. Garcia, there is an explanation which says that the definition of Multicultural Education needs to be based on the American values, which are "freedom,"



“justice,” and “opportunity.” According to Garcia, these are important aspects to be taken into account at the moment of developing a lesson with multicultural concepts. Based on the definition of the Multicultural Education, Garcia shows some goals that this theory looks for:

Creating a safe, accepting, and successful learning environment for all; increasing awareness of global issues; strengthening cultural consciousness; strengthening intercultural awareness; teaching students that there are multiple historical perspectives; encouraging critical thinking; and preventing prejudice and discrimination (n.pag.).

2.3 Advantages of Multicultural Education

Sometimes it is thought that working in a multicultural institution may be difficult because of the different background of the students. However, there are some authors like Silverman, Welty, and Lyon, who have identified several long-term benefits of the global perspective of multicultural education. For instance, these authors state that Multicultural education can improve productivity since there are a variety of mental resources in order to do the same tasks, promoting cognitive and moral progress. Besides, Silverman, Welty, and Lyon explain that multicultural education can increase the problem-solving skills because there are several perspectives in order to reach the same goal. Moreover, multicultural education is able to improve the relationships between different people in terms of goals, respect, and commitment. Another important opinion is that multicultural education can reduce prejudice and discrimination because of the different interactions among diverse individuals. Finally, these authors conclude that having members of different cultures is possible to have a broader and more sophisticated view of the world. (qtd. in Ameny-Dixon 2)



2.4 Curriculum and School transformation to integrate Multicultural Education

Multicultural schools should make modifications of the traditional curriculum because some contents are not correctly applied on this environment. Garcia states that these changes must be covered in the curriculum modification and in the transformation of the organization and policies of each school. Curriculum transformation, in Garcia's point of view, would be the first big step to improve education, making it inclusive and ending stereotypes.

Banks on the other hand says that the curriculum has to be designed to help students to know, to care, and to act, in order to get cultural democracy and cultural empowerment (27). In order to accomplish a good transformation of the curriculum, the teacher has to create a curriculum based on cultural issues. According to Banks, historical and sociological contents of different ethnic and cultural groups of the country should be integrated in the teacher's lesson plans. It will be necessary to enable students to learn and analyze the diverse attitudes and customs of the different cultural groups. As a result of these modifications to the lesson plans, students could learn and change their way of thinking about the ethnic groups of their country (27).

The idea of curriculum transformation is attractive, but how can it be accomplished? There are some teaching strategies that can be used. As mentioned before, the teacher has to integrate contents that have to do with all cultures in the country (Banks 27). The history books have to be mainly about indigenous people, their customs, traditions, and language, and their way of working, and then talk about the Spaniards. The invasion, the mixtures of the races, how mestizos were born, and how they gained power over smaller ethnic groups should be integrated into the curriculum. The teacher should try to integrate the community in social issues, as was mentioned before, by making comparisons of what used to happen in the past with present events. This would be done in order to integrate those things into their curriculum and compare it with how it is now. The creation of



projects about different cultures could be helpful to students, to help them do things different from their culture (Garcia n. pag).

2.4.1 The School Transformation

Changing sometimes is hard since people and the system are not used to accepting new challenges however several authors think these changes are essential as it will be seen.

Organizational and curricular changes are important, but some teachers will need to change their way of thinking, in other words, their attitudes. Another change would be that the staff also should be diverse. Teachers need to experience multicultural situations, and as they experience diversity they will become more knowledgeable about cultural issues, and better able to transmit their knowledge and insights to their students. As a result, they will be able to change students' way of thinking about diversity, and also help to form human beings with good hearts. (Banks 28; Garcia).

As a consequence of these changes, teachers will be able to give suggestions to the authorities of the school in order to encourage them to integrate Multicultural Education concepts into the classrooms (Garcia n. pag). In short, teachers must be tolerant, and they have to be able to understand the wide diversity of cultures that exists in the country, and also the diversity that may be found in only one classroom.

Banks additionally suggests some other changes that education must apply, these changes are,

- School policy and politics
- Teaching styles and strategies
- The languages and dialects of the school
- Community participation and input
- The counseling program
- Assessment and Testing Procedures



- The instructional Materials (51)

2.4.2 Teacher's role

In order to develop a correct lesson plan and a correct application of it, let's see what would be the role of the teacher.

As Banks mentions, the teacher has to be like a cultural mediator and a change agent between the Dominant characteristics of multiethnic studies, which are the pre-established negative stereotypes, prejudices, and the other aspect which is the Desirable characteristics of multiethnic studies, which are the reduction of negative racial attitudes, and the development of a feeling of social justice. As a result, teacher has to be well prepared, has to know about cultural issues in order to moderate the previous aspects in a right way in his or her classroom.

In summary, Multicultural Education in Ecuador has been taken into account in the last 5 years by the authorities and different associations, but the task should not stop now; it has to continue. In this way more Ecuadorians will be able to receive education. But this education would have good professionals and good content to be taught to the future generations. Finally, education will be available to everyone, without any risk of discrimination or bad threat.

2.5 The Educational situation in Ecuador

Different efforts have been made to improve the educational system by making it inclusive and trying to stop discrimination that hurts some ethnic groups, especially indigenous people in Ecuador. In the country many initiatives have been developed to transform education; the government, in the last constitutional reform, included some points that established Multicultural Education as a right for everyone. Article 343, section one, concerning education states that "The national educational system will integrate an intercultural vision according to the geographical, cultural, and linguistic diversity of the country, and the respect to the rights of the towns and native groups."



In addition to these actions, many projects were created, in which private institutions participated, to improve their effectiveness. Many of the projects have been developed in the regions where there is more influence of people that belong to small ethnic groups. The projects were carried out in the Amazon region and in the Highlands. Some of the projects are the following: *La propuesta curricular kichwa de la sierra ecuatoriana y el kukayu pedagógico*; *el modelo de Educación Intercultural y Familiar Comunitario (EIFC)*; *Redes de Centros Educativos Comunitarios Interculturales Bilingües (R-CECIB)*, etc (Ministerio Coordinador de Patrimonio 60). There have been large-scale efforts to help authorities and other Ecuadorians realize the real situation of what is happening in the country. These projects were developed in order to make education easily available to everyone, without the ethnicity, religion, language, etc. of the person mattering.

The educational law has also been reformed, stating that multiculturalism has to be respected. There are specific parts in the policy that recognize identity, language, and customs of every single culture (Ley de Educación Intercultural Web).

The application of equal investment policies is still a big challenge to Ecuador because it has to be directed to the groups with more vulnerability. Equity in the distribution of resources is important to improve the education of the more vulnerable groups. The distribution and the correct use of those resources is important. If people who are in charge of these multicultural programs use those resources in a wrong way, there will be a waste of time and resources. Investment will also be necessary, to prepare teachers in the different issues that Multiculturalism presents. As a result, government has to work hard to reach these goals.

2.6 How to include multicultural concepts in the teacher's lesson plans?

In the past years the educational system did not have clear regulations for a multicultural curriculum. As it was mentioned, reforms made in the



constitution contributed to develop a new reform in the educational curriculum of Ecuador; some multicultural concepts were included. These multicultural issues are stated, but they are too general.

These changes have to continue being improved in order to make the educational system inclusive, clear, and concrete. Once the general curriculum is completely modified, it will be a good base for teachers to create lessons with multicultural issues.

The new reform states general objectives related with Multiculturalism to be achieved in an academic year. It says that Education has to promote the strengthening of a society able to live in harmony in an intercultural and plurinational context. Another objective is stated in the student's profile when he or she finishes the basic education; it indicates that students have to be prepared to coexist and participate actively in an intercultural and plurinational society. Intercultural concepts are explained in another part of the reform; it explains that intercultural aspects are important to be considered in the development of values in students (Ministerio de Educación, 7, 14, 16).

Now we have the general perspectives, and the question is how are multicultural aspects going to be integrated in the lesson plans? At first, let's mention what concepts a multicultural lesson should take into account.

A multicultural lesson has some dimensions to be taken into account. The dimensions are content integration, the knowledge construction process, prejudice reduction, equity of pedagogy, and an empowering school culture and social structure (Banks, 8 - 15). As Banks mentioned, the most important dimension to be developed is the content integration. Teachers should include ethnic and cultural content in their classes; for example, teachers in English classes can include this content to teach the language. It will be important to use this in order to get more cultural knowledge of Ecuador and of other places, too.



In addition, as my personal opinion I would say that the knowledge construction process is important, too, because teachers have to modify in some degree their methodology. In other words, they have to modify their lessons in order to encourage students to investigate, analyze, criticize, and learn with multicultural perspectives (Banks 10).

The multicultural lesson has to include activities based on “Cooperative Learning,” and “Interracial contact situations”. This is important because students will develop respect, and they will change their negative racial attitudes to people of different cultures and beliefs. The curriculum transformation is an important tool to improve the education with multicultural concepts. In addition to the curriculum transformation, Banks mentioned other important aspects:

- Teacher racial attitudes and skills
- The length of the intervention [of the teacher]
- The classroom atmosphere
- The ethnic and racial composition of the school and classroom
- The racial atmosphere and composition of the community

(13)



CHAPTER III

METHODOLOGY

3.1 Settings and Participants

This work was carried out in Cuenca, as well as in rural parishes of the provinces of Azuay and Cañar in Ecuador. In order to obtain information about the knowledge people have about multicultural differences there were created a survey and an interview. In the survey 17 students between 16 and 18 years old studying chosen randomly at different high schools in this city. On the other hand, in the interview four English Native American speakers participated.

3.2 Procedure

The elaboration of this thesis, "Multicultural Education: new concepts to be considered in the teacher's lessons plans" started in March. The first step was to collect scientific information in order to elaborate the Theoretical Framework. For this, books from local libraries as well as the Internet were useful in order to obtain the pertinent data. After the information was collected, the next step was to write the Theoretical Framework, which includes relevant information about multicultural education, its benefits as well as how this issue is managed in Ecuador.

The next stage was to survey high school students in order to gather information about their knowledge about multicultural education. In order to carry this out, students chosen randomly from different high schools in Cuenca, Ecuador, whose ages were between 16-18 were chosen. The questions included were "Do you have a classmate from a different culture?", "Would you feel comfortable with a lesbian or a gay classmate in your classroom?", "Let's suppose that you are in a class of 30 people and 19 of them have different disabilities. Would you feel comfortable in that class?", "Do you have any idea of what Multicultural Education is?", "If yes, Would you like to be part of a Multicultural Class? Why?" "Do you think that Multicultural Education helps students to break stereotypes about racism, gender, and



intolerance to people with different tendencies?” After collecting the results, the following stage was to tabulate the information to see in a clear way the information given by the students.

Along with the survey, several interviews were carried out to four English Native speakers in order to know their opinion about the multicultural education in Ecuador since they have been teachers of English in Ecuador; therefore, they have had the opportunity to have classrooms with different types of students. The questions included in the interview were “What do you think of the English Education in Ecuador?”, “What do you know about Multicultural Education?”, “In your personal opinion. What are the characteristics of a Multicultural lesson plan?”, and, “In your opinion, what do you think of the creation of a program which contemplates having foreigners present in high schools, in English classes?”

With all the information put together, it was possible to create two lessons plans which included activities designed for multicultural classes. Finally, it was possible to draw some conclusions about how is the multicultural issue handled in Ecuador, and also some recommendations are given in order to let teachers know about how to manage a multicultural class.

CHAPTER IV

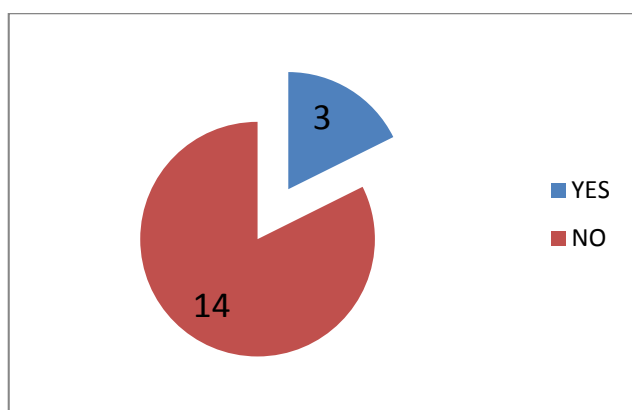
RESULTS AND ANALYSIS

4.1 Results

4.1.1 Survey results

The survey was applied in a group of seventeen 16-to-18-year-old students from rural parishes of the provinces of Azuay and Cañar, and includes questions about their knowledge about multiculturalism.

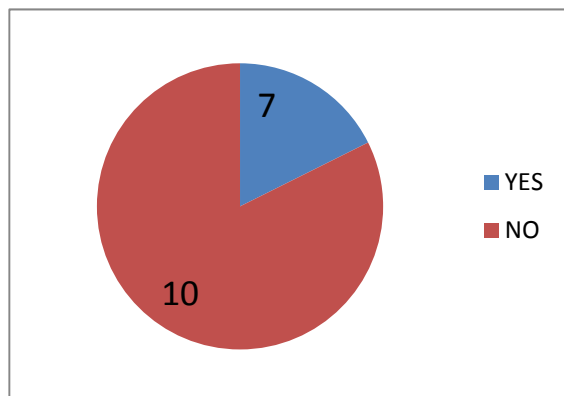
1) Do you have a classmate from a different culture?



Source: Survey applied to high school students
Author: Lorena Beatriz Reinoso Illescas

The majority of answers were negative on this question. In fact, out of 17 students, 14 said that did not think that they did not have classmates of different cultures. On the other hand, only 3 students said that they did have classmates with different cultures.

2) Would you feel comfortable with a lesbian or gay classmate in your classroom?

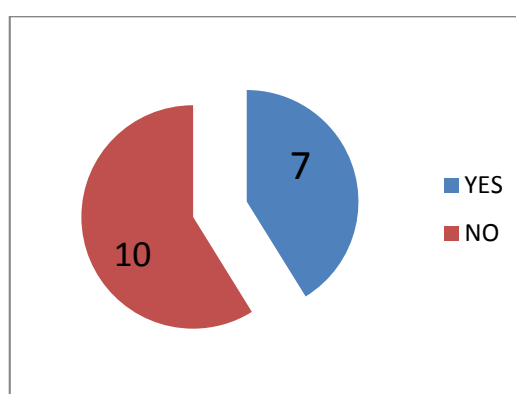


Source: Survey applied to high school students

Author: Lorena Beatriz Reinoso Illescas

The majority of answers were negative, 10 students said that they would not feel comfortable with a classmate of different tendencies, but 7 students gave a positive answer. They said that they will feel comfortable with a classmate with different tendencies.

3) Let's suppose that you are in a class of 30 people and 19 of them have different disabilities. Would you feel comfortable in that class?

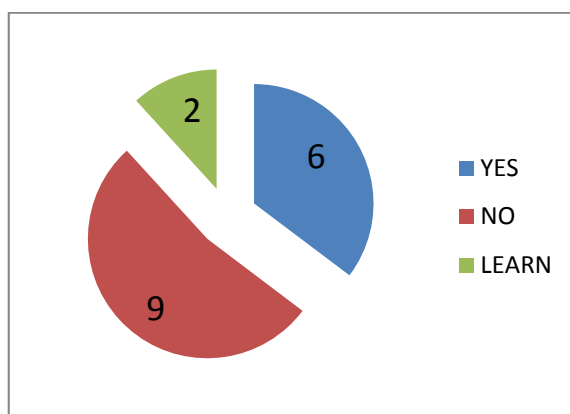


Source: Survey applied to high school students

Author: Lorena Beatriz Reinoso Illescas

In this question, 10 answers were negative. They would not feel comfortable in class with people with any kind of disabilities. Seven students said positive answers, so they would feel good in class with classmates with disabilities.

4) Do you have any idea of what Multicultural Education is?



Source: Survey applied to high school students

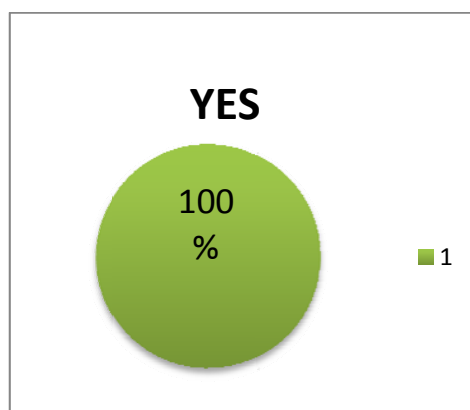
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There are 9 negative answers that show that they do not know about the theme. However there are 6 positive answers that students say that they have an idea of what Multicultural Education is. Finally 2 students said that are interested to learn more about the topic.

5) If yes, would you like to be part of a Multicultural Class?

Explanation: The six students who gave the positive answers in the previous say that they would like to be part of a Multicultural in order to learn get information about other cultures.

6) Do you think that Multicultural Education helps students to break stereotypes about racism, gender, and intolerance to people with different tendencies?



Source: Survey applied to high school students

Author: Lorena Beatriz Reinoso Illescas

The six students that gave positive answers in questions four and five, all of them also gave positive answers in this question. They agree with what this question proposes.

4.1.2 Interviews Results

The interviews were applied to four native English speakers. They are English teachers they were Mr. Travis Peterson, Dr. Lee Dubs, Mr. Ian Craven, and Mr. Andrew Smith.

1. What do you think of the English Education in Ecuador?

The four answers agree in that English education in the country is improving. However Mr. Smith said that motivation in students to learn the language is also important to improve the education.

2. What do you know about Multicultural Education?

The four answers agreed in that Multicultural Education is to share in a class with people of different cultures and respect them.



3. In your personal opinion. What are the characteristics of a Multicultural lesson plan?

In general terms, the four professionals said that there are not specific characteristics, but it would be good to consider the different content from different cultures to integrate in the lesson plans.

4. In your opinion, what do you think of the creation of a program which contemplates having foreigners present in high schools, in English classes?

In general, they said that it would be a good idea, but to do, this some considerations should be taken into account such as; a careful planning of the class, the profile of the foreigners who would come to the English classes, and if the teacher has a English level, so there would not be communication problems between the teacher and the foreigner.

4.2 Analysis

4.2.1 Survey Analysis

In the first question, ten of answers given were that students do not have classmates with different cultures. But the seven other answers said that they have classmates of different cultures. In the explanations given by students they said that their classmates were from another region, and different religious beliefs.

In the second question, the answers given by the students showed that there is a high negative feeling of accepting someone with different tendencies. Students said that they would not feel good with a lesbian or gay classmate. It would be because they have acquired stereotypes or prejudices to people with different tendencies. Otherwise, there are seven students who gave positive answers; it could be that they do not have any kind of stereotype related with different tendencies.



The third question the majority of the answers were negative. Students explained that having classmates with any disabilities, the teaching- learning process would be difficult. Students explained that classmates with disabilities would need more attention and the teaching – learning process would be slower. Different from these answers, the other seven students' answers explained that it would be interesting to have classmates with disabilities because they would have the opportunity to give their support and learn together in the classroom.

The answers in the fourth question about the creation of a program that allows foreigners to be present in English classes were divided being nine answers negative. The lack of information of the theme is noticeable. On the other hand, the seven students who said yes, seem to have a general idea of what Multicultural Education is. It is important to remark this because the concept is not totally unknown. There is another important point to mention; two students said that they do not know about the theme, but they are interested to learn more about it.

Finally in the fifth question, the six students who answered yes in the previous one agreed that Multicultural Education would break those stereotypes, prejudices, and bad feelings to different tendencies. In other words, they have good perspectives of what Multicultural Education would contribute to the teaching-learning process of the students.

4.2.2 Interviews Analysis

Interview with Mr. Travis Peterson

The first professional who was interviewed was Travis Peterson; he is from Las Vegas, he has taught in some schools in Las Vegas, and he gives English classes in Cuenca.

On the first question, Travis based on his personal experience, said that in Cuenca people put a lot of effort in learning English, which is the main reason



according to Travis that the English Education is in a process of improvement. He mentioned that teaching a foreign language in public schools is kind of difficult because students are not motivated to learn the language.

Then, with answer two, He explained that when he was in Las Vegas he had a multicultural class. He said that there were Chinese, Asians and Europeans, and people from different cultures in his classes. In other words, he knows that multicultural education involves the interaction among different cultures; he has a general idea of what Multicultural Education is.

With the third question, he said that a multicultural lesson does not have specific patterns to be followed. Travis said as general ideas that a lesson should encourage students to share their personal experiences with people of different cultures. The lesson should let students be free to express what they think in a respectful way.

On the fourth question, he said that it would be a little bit difficult for a foreigner to be in a program where he/she would be present in an English class because if the teacher does not have a good level of English the communication among them would be hard to be developed.

Interview with Dr. Lee Dubs

The second professional interviewed was Dr. Lee Dubs. He is from the United States and he has lived in Cuenca for 10 years. He belonged to the group of people who started the exchange program in the University of Cuenca. He has a master's and a doctoral degree in Spanish and Latin American studies.

For the first question he gave a general idea of English education. Dr. Lee said that it has some aspects to be improved. One important thing for him was that English teachers have to improve their pronunciation, so in this way students will learn the correct pronunciation of the English language. He



mentioned that education in Ecuador is in a process of improvement. He said that the government is making some efforts to improve it.

For the second question, he answered based on his own experience, and he mentioned a good concept of Multicultural Education. He said that it was the recognition of and respect for cultural similarities and differences among cultures in the country and around the world. He gave an example based on the North American culture, he said that even they have great cultural diversity; some Americans do not accept that people from different countries can live in the United States.

With the third question he mentioned that a good characteristic of a Multicultural Lesson is that it includes content of different cultures from the country, and from the other countries. He said that it is very important to know about different cultures, so students would reduce their negative racial attitudes.

For the fourth question about the program of having foreigners in an English class, he said that it would be very useful for students because it would be very important for them to hear the pronunciation of a native speaker. He remarked that an interaction like that would help to make the lesson more dynamic and active. As a result the class would be more interesting for the students, and they will learn more.

Dr. Lee finished the interview with this phrase "The more interesting you make it the more students will learn. The more students learn the better of everybody is going to be."

Interview with Mr. Ian Craven

Ian Craven is from London, and he has a degree in psychology. He mentioned one of his more important jobs which was with kids with difficulties in their physical mobility. Three questions were asked to Ian because a strong opinion concerning these three basic questions was required.



On the first question he answered based on his teaching experience in different universities in Cuenca. He said that education has improved but in a low degree. He said that it has happened because of the small efforts contributed by the students. He said that the slow improvement of education is not the government's fault at all.

For the second question, he answered based on his experience, that when he was in college, in his class he had classmates from many different cultures. He mentioned that he had to learn the way that they thought, and of course respect them. He considered that multicultural education is to develop critical criteria in order to express the personal ideas to people of different cultures.

On the last question, about the program with foreigners in a class, he said that it will be a good opportunity to share experiences. He mentioned that this kind of program will be good for young native English speakers. He also said that for people who did not have experience traveling to a foreign country, it would be very difficult to adapt to another environment. So people who would have hard time adapting to the new place, the participation in a class would be hard too. At the end of the interview, as a general reflection, Craven said, that "people should be free to travel around the globe." Maybe with this reflection he means that everybody would be free in order to avoid the differences between cultures.

Interview with Professor Andrew Smith

Professor Andrew Smith is from The United States. He came to Ecuador in 2005, and he started teaching in some English institutes, schools, high schools, etc. He said that when he came to the country, he noticed that people were very motivated to learn a foreign language. It was the main reason that encouraged him to get a degree in EFL.

On the first question, he said that people are very motivated to learn another language because of many reasons such as, to travel overseas, to get a



master's degree in another country, to get a job, etc. He made a comparison between university students and high school students. He said that university students are motivated to learn a new language because they want to improve their professional profile, but high school students just want to get a grade. So high school students just want to past the academic year. The motivation to learn another language at this level of education is very low.

For the second question he commented upon the government's efforts to change the educational system, including multicultural issues. "The government is trying to change the current perspective of education in order to promote an understanding of the cultural diversity that exists in Ecuador"

On the fourth question, about the program, Professor Smith said that it would be good for students, but it would have to be carefully planned and organized. This program would have some benefits, but it would bring some negative consequences too. Distraction of students, teacher's confusion of how to manage the class, the content to be showed would be some of the negative consequences.

Different answers were gotten based on the professionals' experiences, so we could take any of these ideas and as a proposal teachers could use these in order to develop new educational strategies. The opinions of the foreigners are important because they could see weaknesses that maybe native teachers of the city could not be aware.

4.3 Lesson plans which include multicultural concepts to apply in English Class.

Based on the previous bibliographical review, as well as the interview applied to English Native speakers, a lesson plan that includes some multicultural aspects will be proposed. This lesson plan includes content related to the Ecuadorian culture. The activities proposed are directed to make students be aware of the diversity of the country. Students do different activities in order to know more about Ecuadorian cultures. These activities are oriented to



encourage students to investigate more information about the customs of the different cultures in the country.

LESSON PLAN N°1

Teacher's name: Lorena Reinoso

Lesson topic: Different customs of the Ecuadorian Regions

Language focus: Simple Present

Grade/Age/Language Level: 15- 17 years old – intermediate

Lesson Time/Length: 45 minutes

Overall Objectives: By the end of the lesson students will be able to recognize differences of cultures in Ecuador.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Prepare (Review/Build interest)	5 mn	Whole Class	- Start with a short game which is to follow instructions that teacher gives to students. They have to do what the teacher says and not what the teacher does. - The teacher gives the instructions: touch your head, arms, and legs. As teacher develops the game, she has to increase the speed of her voice. Once students get the rhythm; the teacher says one part of the body, but she touches another part. It will help students to have fun and to relax.		To get students relaxed in order to catch their attention to start the lesson.



Present (Elicit: Lead students to discovery)	10 mn	Whole class	- After the warm – up, teacher starts talking about food and clothing of Highlands. Teacher shows and sticks the pictures on the board so students will be able to internalize these words.	Pictures of clothing and food of Highlands(see <i>appendix A)</i>	Students practice listening
	10 mn	Pairs	- Then students work in pairs, in order to share between them more information about highlands' food and clothing. They have to write their ideas in the worksheet provided by the teacher.	worksheet one. (See <i>appendix B)</i>	Students practice speaking and writing



Practice (Controlled; Meaningful language use)	10 mn	Group work	- Next, students in groups of four people have to discuss the differences related with food and clothing between Highlands and the Amazon region. - Teacher provides the information of the Amazon region in a sheet of paper to each group. As teacher already stick the pictures of highlands on the board students can use these in the activity. - Teacher monitors that students discuss in English.	worksheet two (see <i>appendix C</i>)	Students practice speaking
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Perform (Performance-based assessment)	5mn	Group-work	- After the discussion, students have to write in the same worksheet given before, the differences that they found between Highlands and the Amazon region. - At the end teacher receives the worksheet. Then teacher tells students to look for information of the customs of food and clothing of the coast region, and bring it to the next class.	Paper, pens,	Students practice writing
	5mn				Students practice speaking

The main objective of the lesson plan was to make students be aware of the cultural diversity in Ecuador. This lesson was also directed to develop the speaking skill. In addition, this lesson plan was the first part of a class of two days.

Then let us to propose the second lesson plan, which will complement the first one by means of content, in order to complete the learning process in a correct way.



LESSON PLAN N°2

Teacher's name: Lorena Reinoso

Lesson topic: Different food and clothing customs of the Amazon region and the Highlands

Language focus: Simple Present

Grade/Age/Language Level: 15- 17 years old – intermediate

Lesson Time/Length: 45 minutes

Overall Objectives: By the end of the lesson students will be able to recognize cultural differences in Ecuador.

Number of Students: Thirty

[illegible]



Practice (Controlled; Meaningful language use)	10 mn	Group work	- Next, students already have in just one document the information. They have to share the information with the other groups. - Students have to mingle in the class and collect more information. - Students have to talk in English, and teacher monitors that they do that.	Pen/pencil	Students practice speaking
Perform (Performance-based assessment)	10 mn 5 mn		- After students finish the activity, in the same groups they have to write a report of one page long of clothing and food customs of the coast region. - Then teacher indicates students to answer this question, Does Ecuador has different cultural customs? - At the end teacher makes a short reflection of the country diversity and she encourages students to increase their interest to learn more about cultures.	Paper Pens, pencils	Students practice writing Students practice listening

This lesson plan closes the learning process. It completes the content of the first one. It was a proposal of a lesson plan with multicultural concepts.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This whole work had important things exposed which many people did not know. The main topic of multicultural education is that it is being recognized in Ecuador. This topic is important in order to improve the educational system because with this new perspective education covers more content, which helps students be better people.

Multicultural Education is basically to recognize and respect cultural differences and similarities. This theory suggests integrating cultural content of different places, that is to say cultures from the same country and from other countries. Culture includes certain lifestyles such as; customs, particular way of dressing, religion, etc.; so all that includes these aspects could be integrated in a lesson plan in order to encourage students to learn more about cultural aspects and to create in them a democratic and critic way of thinking.

Ecuador has a big cultural diversity, which neither the government nor organizations which deal with multicultural issues had not been taken into account in the past. Different from this situation the current government, in the last five years, has started a process of educational change. It concerns the recognition the cultural diversity in Ecuador and the creation of educational laws which take into account the different small cultural ethnic groups. It cannot be a fast change; it is a big process which everybody belongs to.

The hard work is not just of the national government; everybody, especially who are directly included in the educational field and the students, have to make more efforts. Teachers have to be aware that they have to be better



trained in different issues of education like this new one, so in this way they will teach their students good knowledge.

In addition to better trained teachers, the necessity of using updated material is a must, so it will help students to learn the more recent information.

In summary, we have to work a lot to get a new education with new concepts which cover important content of society. This is a long process where everybody has to participate and just in this way the objective of good education will be achieved.

5.2 Recommendations

Based on previous research about multicultural education, that some teachers have to break some stereotypes, change their negative racial attitudes, and learn more about multiculturalism and how to apply it.

The work is not just for teachers; it is for the governments, high authorities which have to give as much support as they can. This support could be on giving teachers facilities to attend academic courses, getting new academic material and to collaborate improving the physical structures of the educational establishments.

It will be very important that teachers who know about the topic of multiculturalism could collaborate with some suggestions in order to have options to take into account. In this way, a better planning or proposal about these new concepts could be exposed.



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APPENDICES

Appendix A:

Lesson Plan N°1 - Activity N°1

IMAGES TO BE PRESENTED BY THE TEACHER AT THE BEGINNING OF THE CLASS

TRADITIONAL FOOD OF THE HIGHLANDS



Fried Pig



Guinea pig



Tamal



Poat roast; llapingachos

Lesson Plan_Nº1 – Activity Nº1**TRADITIONAL CLOTHING OF THE HIGHLANDS**



Appendix B:

Lesson Plan N° 1 – Activity N° 2

WORK SHEET N° 1

Date:.....

Names:

Write four more things of Cuenca's typical food and clothing.

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.....

Appendix C:**Lesson Plan N° 1 – Activity N° 3****WORKSHEET 2****TYPICAL FOOD OF THE AMAZON REGION**

Ayampaco



Arepas



Peanut brick

TYPICAL CLOTHING OF THE AMAZON REGION

Write the differences that you found between Highlands and the Amazon region

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**Appendix D:****Survey Questionnaire**

This survey is directed to students in order to measure how much do they know about Multicultural Education. The data collected is going to be used in a thesis report.

School: _____ **Age:** _____

CROSS YOUR ANSWER WITH AN (X)

1) Do you have a classmate from a different culture?

Yes _____ **No** _____

Which culture is he or she?

2) Would you feel comfortable with a lesbian or gay classmate in your classroom?

Yes _____ **No** _____

Why? _____

3) Let's suppose that you are in a class of 30 people and 19 of them have different disabilities. Would you feel comfortable in that class?

Yes _____ **No** _____

Why? _____

4) Do you have any idea of what Multicultural Education is?

Yes _____ **No** _____



Explain: _____

5) If yes, would you like to be part of a Multicultural Class?

Why?: _____

6) Do you think that Multicultural Education helps students to break stereotypes about racism, gender, and intolerance to people with different tendencies?

Yes _____

No _____

Why? _____



Apendix E:

CD with the interviews

Track 1._ Interview with Mr. Travis Peterson

Track 2._ Interview with Dr. Lee Dubs

Track 3._ Interview with Mr. Ian Craven

Track 4._ Interview with Professor Andrew Smith