



# **Culturally Diverse Teaching Competence Of Teachers As Perceived By Students At An International University In Thailand**

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## **ABSTRACT**

As higher education institutions deal with the increase of international students, teachers are increasingly concerned with the potential challenges in dealing with teaching and learning in a culturally diverse classroom. The purpose of this study is to examine the level of culturally diverse teaching competence of teachers in international higher education institutions. The cultural diverse teaching competence is measured based on the five dimensions typology of multicultural education. They are awareness, relationship, instruction, respect, and prejudice. A cross-sectional survey design was employed with a sample of 241 participants was taken from a university located in Thailand. The results of the students thought that teachers were most competent at building respect for diversity and that teachers were least competent at general cultural awareness and combating prejudice. In addition, the majority of students come from single cultural and become more multicultural as they progress through school. Lastly, there were differences in cultural competence when comparisons were made by faculty.

**Keywords:** Teacher, Culturally Diverse.

## **INTRODUCTION**

As higher education institutions deal with the increase of international students, teachers are increasingly concerned with the potential challenges in dealing with teaching and learning in a culturally diverse classroom. Cross (2011) explained that because of the increase in cultural diversity in the classroom, teachers today are facing more challenges.

International students bring with them their cultural experiences, expectations, and learning styles to the higher education classroom. Banks (2007) proposes that international higher education institutions must be culturally prepared for students from all backgrounds, racial/ethnicity, cultural, and language groups. Teachers must recognize that to initiate the academic success of a diverse group of 21st-century learners, and they need to be able to handle more culturally diverse students in the classroom.

Higher education scholar, Daniel Fallon as cited in Wildavsky (2010) says that with the globalization of education becoming prominent, it is now easy for students to study abroad. While Western education is attractive to international students (Wildavsky, 2010), recruiting international students is becoming a priority for non-English speaking countries, too. In Thailand, international schools and universities are mushrooming. Students from many countries study at numerous universities in Asia. With the increasing number of international students studying across the border, higher education institutions must be prepared for a more culturally diverse classroom.

### **Purpose of Study**

The purpose of this study is to examine the level of culturally diverse teaching competence of teachers in international higher education institutions. The findings would help teachers to be aware of the importance of culturally diverse teaching and learning environment in the classroom.

## **LITERATURE REVIEW**

Today, more and more nationalities, races, and ethnics of students are represented in higher institution. While diversity brings excitement to teachers, they also pose challenges. According to Lynn (1998), a culturally diverse classroom can be one of the best tools for enhancing student learning in the classroom. While diversity in the classroom contributes positively in numerous ways, according to Abada, Hou, and Ram (2008), individuals' customs, traditions, and values can be obstacles for students to succeed in class well, when the students feel inferior to mix around with other students.

So what is a culturally diverse classroom? There are many definitions of the culturally diverse classroom, but it can be summarized as the classroom that consists of students from different cultural background, personality, religious beliefs, etc. Allen, Paasche, Langford, and Nolan (2002) proposed that the meaning of a culturally diverse classroom refers not only to students from different cultures, faiths, backgrounds, but also students with a variety of learning styles, abilities, and intelligence. In line with Allen et al. (2002), a culturally diverse classroom promotes positives and conducive learning for all students that welcome students of various abilities and backgrounds.

So, what is an effective culturally diverse classroom? King-Shaver, Hunter, and Karten (2009) described culturally diverse classrooms as ones that accept and value human diversity and

provide the necessary support so that all students can successfully participate in the program, schools, and educational institutions of their choice.

Wong (2006) believes that it is imperative for teachers to address cross-cultural and linguistic dimension among the students to promote conducive learning environment because culture shape the ways individuals think, interact, communicate, and transmit knowledge. Pai, Adler, and Shadow (2006) argued that teachers should be aware of students' cultural characteristics and understand how culture affects learning and teaching.

### **Potential challenges in a culturally diverse classroom**

Gopal (2011) believes that teachers are not sufficiently prepared to face challenges which may arise in a culturally diverse classroom. Teachers must acquire training on how to handle diverse learning styles and most importantly different cultures.

To assist teachers with these requirements, first, this study must examine the potential challenges of a culturally diverse classroom, and then develop strategies on how to handle diversity in the classroom to provide students with a positive and supportive learning environment. The idea of “race” and “ethnicity” perceives the need of segregated learning. However, competent teachers should look beyond ‘race.’ Adams and Welsch (1992) have argued that notions of "race" are confusing, inconsistent, and scientifically unsound. Thus, it has no place in the multicultural classroom. It is difficult to instill the concept of inclusiveness approach in the classroom, especially in a culturally diverse classroom. Harrison (2013) argues that inclusion goes beyond the avoidance of discrimination by tackling bias in the curriculum and focusing on affirming students' identities and creating an accessible and flexible environment for learning. Successful inclusion does not depend on normalizing students to fit into existing practices, instead it builds on different experiences, interests and backgrounds.

### **Dynamic of participation**

The different attitudes of student participation in a culturally diverse classroom can pose challenges to teachers. This attitude shapes their learning styles, and that can cause misunderstanding between students and teachers' expectations.

Adams and Welsch (1992), therefore mention that multicultural education is a structured process designed to foster understanding, acceptance, and constructive relations among people of many different cultures. Asian students tend to feel secure and comfortable by absorbing everything the teacher says. In the Asian context, teachers are regarded as moral leaders and

have the authority and knowledge to teach the students. Because of the cultural perspective and assumption of the role of the teacher, Asian students are passive and often avoid expressing his/her opinion in the class unless being asked. Biggs (1996), however, stated that although Asian lecturers are perceived as authoritative and highly respected by students, Asian teachers spend more time interacting with their students outside the class. Biggs (1996) added that most Asian students are comfortable interacting in one-on-one interaction with their teacher. Asian students also tend to interact with their classmates outside the class.

Teachers who grew up in Asian cultural setting may feel threatened or offended when international students from western background pose questions or even challenge the ideas of the teachers in the classroom. In fact, the behavior of Western students may often be interpreted as offensive and disrespectful to Asian students and teachers.

### **Formation of group**

According to Kingston and Forland (2008), students tend to stay and spend more time with students who share a similar culture. This causes them to be unwilling to open up and interact with students who do not share similar cultures.

Arkoudis (2006); Chalmers and Volet (1997) believe that students prefer to stay with groups that share similar cultural, educational backgrounds and speak the same language. This limits the interaction between groups and local students. Having to work in a group often creates conflict among the students. Hofstede and Bond (1984) noted that students from one country favor group work and seek control over learning activities, while another may prefer more traditional techniques where the teacher takes control over learning. Because of differences in learning style, international students often experience isolation from their local peers and the host culture, and this affects motivation and self-image of the students, which can potentially hinder them from being successful in the class.

### **Language barriers**

Most researchers agree that language and culture are closely linked. Wardhaugh (2002) recognized that language and culture are closely linked, and concluded that it was not possible to understand or appreciate one without knowledge of their culture. Language can be perceived as a verbal expression of cultures. Wardhaugh (2002) noted that the structure of a language determines the way in which speakers of that language view the world.

Englebert (2004) described that to teach a foreign language is also to teach a foreign culture and therefore, teachers should be sensitive to the fact that they do not share all of their cultural paradigms. Quite often, conflicts that occur in a culturally diverse classroom stem from the relationship between language and culture.

### **Effective teaching strategies in culturally diverse classroom**

Teachers are more inclined to adopt new teaching styles and methods and rethink their approaches to teaching while there is an increased need to acquire a second language other than English (Bedenlier & Zawacki-Richter, 2015). Teachers' awareness and positive attitudes toward diversity are imperative in achieving success in a culturally diverse classroom. Gopal (2011) suggests that teachers should receive some cultural mentoring to become acquainted with potential cultural differences. Teachers need to recognize that they are operating in a multicultural classroom, and therefore they must show respect and value other cultures. When teachers can recognize that they are many benefits of a diverse learner in the classroom, research shows that people's attitude become more positive toward diversity (Knight & Hebl, 2005).

Teachers and students must celebrate diversity. When teachers learn that a more diverse and inclusive classroom is likely more to lead to greater learning and citizenship in the classroom, they are inspired to find ways to work with diverse learners.

### **Teachers' professional development**

Cardona (2009) explains that it is important that teacher professional development produces teachers who implement inclusive policies and practices of higher education. Professional development must educate teachers to develop their awareness of cultural diversity and sensitivity. Wenglinsky (2000), in his research study, reveals that teachers who received professional development with cultural diversity help them to enhance student performance. According to White-Clark (2005), professional development for teachers, designed to raise their cultural awareness and better prepare them to differentiate instruction for diverse students is crucial to student performance and a key element in closing the achievement gap.

Everington, Ter Avest, Bakker, and Vanderwant (2011), discovered through their research that all the participating religious teachers emphasized the importance of enabling students to express their own beliefs, views and experiences. There was a common concern that the

teacher's beliefs and views should not be an obstacle to this or to enabling students to develop the ability to think for themselves.

### **Students' involvement in active learning**

Active learning is a process by which students interact with the teachers and engage in the learning process instead of sitting and receiving information presented by the lectures alone. According to Knight, Hebl, and Mendoza (2004), teaching strategies can be implemented by incorporating into class time activities such as demonstrations, role-playing, debates, hands-on experiments, and student-led discussions.

When students become active learners, students have the opportunity to apply what they learned from the teachers into a more practical connection that helps them to be more creative and critical in analyzing the information they are given. In Fact, a research was done by Braxton, Jones, Hirschy, and Hartley (2008), proving that the incorporation of active learning in the class indicates high retention rate among students in their first-year of college.

### **Contextualization of language and culture**

Rather than avoiding students from associating their learning with their home and community cultures and languages, Moll and Gonzalez (2004) suggest teachers should build on the cultures and languages of students to enhance their learning experience. Contextual issues are important in a culturally diverse classroom too. Often, subjects are taught in the context of the local institution that could lead to misunderstandings between teachers and students. Contextualization in language is crucial, and awareness of pronunciation is always affected by their first language. Every teacher of a culturally diverse classroom must learn to examine how language affects students overall behavior and performance in the classroom.

### **Interdependent group activities**

Effective teaching in a culturally diverse classroom requires participation and involvement of students in the groups. Aronson (2002) noted that a group activity promotes group participation and interdependence. When a group is given a critical task, the interaction among participants allow them to complete the task and become more successful in their goals. An activity that requires the involvement of students within their assigned groups will help them to get to know each other more and also increase their self-confidence and prevent students' feelings of being unwelcomed.

For a culturally diverse classroom to succeed, teachers must encourage collaboration between students who may not necessarily share similar educational and cultural backgrounds. As proposed by Arkoudis (2006) it is important for teachers to spend time thinking about the composition of the members of each group.

Local and foreign students should be equally assigned into groups with clearly defined designated tasks that tell what each person is supposed to do. This will lessen potential problems.

### **Eliminating discrimination**

It is important for teachers to think about how they can most effectively raise the complex issues of bias, hate, and exclusion with their students. Davis-Lowe (2006) believe that teachers must be vigilant in eliminating discrimination among students in any form such as teasing, impatience with peers, derogatory jokes in the classroom.

In eliminating discrimination in the classrooms, teachers must be persistent and consistent in promoting integration, and it should not be limited to activities or programs. Teachers must consistently send a message to students that their cultural, emotional, and intellectual needs are genuinely cared for and respected in the classroom.

### **Selection of teaching materials**

A culturally diverse classroom is best served by a culturally responsive curriculum. Hollins (1996) noted that cultural practices shape thinking processes, which serve as tools for learning within and outside of school. In a culturally diverse classroom, teachers must develop learning activities that are relevant to their students' cultural experiences.

Teachers need to supplement their teaching resources when diversity is absent that reflect the cultures, languages and lived experiences of the students they support (Gay, 2010). A variety of teaching materials should be used to facilitate learning in the classroom.

## **METHODS**

This study employs a quantitative research method.

Independent variables: Demographic Characteristics; nationality, religious affiliation, gender, year of study, faculty, cultural background

Dependent variable: Students' perception on their teachers' multicultural teaching competence

## **Research Objectives**

This study attempts to examine students' perceptions of their teachers' multicultural teaching skills. The result will contribute to students and teachers' awareness of the importance of teaching and learning practices when dealing with a culturally diverse classroom.

## **Research Questions**

The following research questions will be examined using Banks (2007), Dimensions Typology of Multicultural Education (Awareness, Relationship, Instruction, Respect and Prejudice).

1. Which of the dimensions of multicultural education do students perceive their teachers as multicultural competent in the classroom?
2. Which of the dimensions of multicultural education do students perceive teachers' need for developing multicultural competence in the classroom?
3. Are university students' perceptions of their multicultural competence related to their demographic characteristics; nationality, religious affiliation, gender, year of study, faculty, cultural background?

## **Significance of the Study**

The findings of this study will facilitate teachers to be more culturally aware and therefore they will be able to design and implement appropriate curriculum, instructional strategies, and techniques for working with diverse students in the classroom.

The results of the study may also assist the school system when assessing the multicultural competence of teachers enabling them to provide appropriate professional development to their teachers related to learning and teaching in a culturally diverse classroom.

## **Ethical Considerations**

Protection of each member's confidentiality and anonymity is a priority. Data collection should be ethical and respectful of participants Creswell (2012). Besides ensuring the participants' cooperation in the study, the official permission statement also describes the purpose, the duration, the benefits as well as a set of realistic expectations of participants. The consent statement also explains how the researcher protects individual privacy and the use of data.

All study data and records will be kept confidential. All printed surveys are coded with a number to avoid the identification of participants. Internal Research Board (IRB) of Asia-Pacific International University has approved the proposal.

## **Population Sampling**

The participants will be mainly from students of Asia-Pacific International University. There are 241 students participated in this study. It is about 30% of the population of the university. In terms of country, 84% of the respondents were from Southeast Asia and 16% were from not from Southeast Asia. In relation to religion, 81% of the respondents were Christian and 12% were Buddhist with the remaining 7% being of some other spiritual persuasion. Males made up 46% of the sample while females comprise the remaining 54%. For class level, 35% were freshmen, 26% were sophomores, 25% were juniors, and 13% were seniors. Lastly, for faculty, 20% of the respondents were from Arts and Humanities, 21% were from Business, 29% were from Education, 8% from Information Technology, 10% from Religion, and 12% from Science.

## **Data Analysis**

Statistical analysis to be employed are descriptive statistics, mean, standard deviation, confidence intervals, t-test and analysis of variance.

## **Questionnaires**

The survey instrument to be used in this study will be The Multicultural Teaching Scale, referred heretofore as MTS by Bank. The questionnaires are to be contextualized and modified. The scale consists of 55 items by using Likert-type scale 1-6, (1 indicating little competence and 6 indicating extreme competence).

The definitions for the five factors model were clearer than the definitions for the five factors model. The five factors will be labeled as:

1. Cultural background, items 8-14
2. General Awareness, items 15, 16, 19, 21, 22, 23, 24, 25, 35, 36, 38 [Awareness]
3. Relationships with students, items 20, [Relationship]
4. Providing instruction to reduce/eliminate prejudice items 26, 27, 28, 29, 30, 32, 34, 35, 37, 38 [Instruction]
5. Building respect for diversity, items 15,17, 18, 22, 23, 24, 25, 26, 33, 39 [Respect]
6. Combating prejudice items 31, 34, [Prejudice].

General Awareness represents the awareness of multicultural issues. Relationship with students represents the relationship with multicultural students. This was achieved through the provision of providing instruction in order to reduce/eliminate prejudice (represents teacher behaviors to

engage in instructional changes that respond to diversity). Building respect for diversity represents the teachers' reported willingness to model respect building practices. Combating prejudice represents the teacher engaging in behaviors that counter prejudicial acts

## **RESULTS**

For cultural background, the respondents indicated that they come from a moderately multicultural experience ( $M = 3.48$ ,  $SD = 1.21$ , 95% CI[3.32, 3.64]). For example, respondents indicated that their family origin is primarily single culture ( $M = 2.51$ ,  $SD = 1.21$ , 95% CI[2.31, 2.72]). However, respondents indicated that they have a rich multicultural experience at university ( $M = 4.63$ ,  $SD = 1.51$ , 95% CI[4.43, 4.83]).

For general awareness, the respondents indicated that their teachers are moderately competent culturally ( $M = 3.80$ ,  $SD = 0.72$ , 95% CI[3.71, 3.90]). For example, respondents indicated that their teachers are moderately competent in identifying cultural bias in textbooks ( $M = 3.47$ ,  $SD = 1.23$ , 95% CI[3.31, 3.62]). In addition, respondents indicated that their teachers develop materials appropriate for a multicultural classroom ( $M = 3.85$ ,  $SD = 1.20$ , 95% CI [3.70, 4.01]). For relationships with students, the respondents indicated that their teachers are fairly competent ( $M = 3.97$ ,  $SD = 1.06$ , 95% CI[3.84, 4.11]).

For providing instruction to reduce prejudice, the respondents indicated that their teachers are moderately competent ( $M = 4.21$ ,  $SD = 0.86$ , 95% CI[4.10, 4.32]). For example, respondents indicated that their teachers are competent at explaining how various cultures contribute to society ( $M = 3.95$ ,  $SD = 1.13$ , 95% CI[3.80, 4.10]). In addition, respondents indicated that their teachers show competence in showing how cultural prejudice affects individuals ( $M = 3.81$ ,  $SD = 1.11$ , 95% CI[3.67, 3.96]).

For building respect for diversity, the respondents indicated that their teachers are moderately competent ( $M = 3.93$ ,  $SD = 0.79$ , 95% CI[3.82, 4.02]). For example, respondents indicated that their teachers are moderately competent at helping students view other cultural groups as unique and valuable ( $M = 4.03$ ,  $SD = 1.27$ , 95% CI[3.86, 4.20]). In addition, respondents indicated that their teachers are culturally competent at presenting cultural groups in their society in a manner that will build mutual respect ( $M = 4.23$ ,  $SD = 1.15$ , 95% CI[4.08, 4.38]). For combating prejudice, the respondents indicated that their teachers are fairly competent ( $M = 3.81$ ,  $SD = 0.92$ , 95% CI[3.69, 3.93]).

For differences by groups for cultural background, no difference was found by country, religion, gender, class level, or faculty. For general awareness, no difference was found by

country, religion, gender, or class level. However, a difference was found by faculty for general awareness [ $F(5, 221) = 4.21, p = 0.001$ ]. The post hoc comparison found a difference between Religion ( $M = 4.32, SD = 0.51$ ) and Business ( $M = 3.75, SD = 0.68$ ) and Religion and Education ( $M = 3.67, SD = 0.73$ ).

For differences by groups for providing instruction to reduce prejudice, no difference was found by country, religion, gender, class level, or faculty. However, a difference was found by faculty [ $F(5, 227) = 4.73, p = 0.0003$ ]. The post hoc comparison found a difference between Religion ( $M = 4.80, SD = 0.367$ ) and Education ( $M = 3.96, SD = 0.86$ ) and Religion and Science ( $M = 4.07, SD = 0.76$ ).

For differences by groups for building respect for diversity, no difference was found by country, religion, gender, class level, or faculty. However, a difference was found by faculty [ $F(5, 221) = 3.80, p = 0.002$ ]. The post hoc comparison found a difference between Religion ( $M = 4.39, SD = 0.53$ ) and Education ( $M = 3.72, SD = 0.86$ ) and Religion and Business ( $M = 3.84, SD = 0.70$ ).

For differences by groups for combating prejudice, no difference was found by country, religion, gender, class level, or faculty. However, a difference was found by faculty [ $F(5, 228) = 4.41, p = 0.0007$ ]. The post hoc comparison found a difference between Religion ( $M = 4.47, SD = 0.66$ ) and Business ( $M = 3.75, SD = 0.86$ ), Religion and Education ( $M = 3.61, SD = 0.93$ ), and Religion and Science ( $M = 3.48, SD = 0.84$ ).

## **DISCUSSION**

Culturally diverse teaching competence is a challenge for many teachers in international higher education institutions. The lack of awareness has prompted researchers to introduce opportunities that promote awareness of the importance of culturally diverse teaching and learning environments in the classroom.

Our findings show that students thought that teachers were most competent at building respect for diversity. This comes to a realization that teachers recognize that there are benefits in a diverse classroom. In addition, students thought that teachers were least competent at general cultural awareness in combating prejudice. According to Harrison (2013), the lack of general cultural awareness must be incorporated in the curriculum to create a culturally conducive environment.

Finally, the students from the faculty of religion perceive their teachers as most culturally competent on all metrics. Everington et al. (2011) discovered through their research that all the

participating religious teachers emphasized the importance of enabling students to express their own beliefs, views and experiences. there was a common concern that the teacher's beliefs and views should not be an obstacle to this or to enabling students to develop the ability to think for themselves.

### **Recommendation**

based on the findings, there should be more multiple regression studies to explain the topic of cultural diversity and competence further. there should be more dialogue among faculty members on cultural diversity and competence, and how it can be incorporated in our curriculum. finally, to be able to get in-depth understanding of students' perception, personal interview sessions should be carried out to facilitate better insights to the issue.

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## QUESTIONNAIRES

### MULTICULTURAL EXPERIENCE SCALE SURVEY

**Introduction:** This survey, adapted from Wayson (1993), attempts to obtain students' perceptions of their teachers' multicultural (ethnic, racial, religious) skills. The result will contribute to student and teacher awareness of the importance of culturally sensitive practices when teaching in a culturally diverse (ethnic, racial, religious) classroom. As you take this survey, note that the word '**culture**' includes the cultural components of **traditions, ethnicity, race, and religion.**

Do not write your name on this anonymous survey. All information will be treated confidentially.

Thank you for your time and cooperation.

#### Part 1. Demographical Information

**Instructions:** Please provide the following information about yourself. Circle the appropriate number next to your choice option. Carefully and completely circle your choice for each question.

##### *Your demographic background ...*

1. Your country?                      1 Cambodia   2 Indonesia   3 Laos   4 Malaysia   5 Myanmar  
6 Philippines   7 Singapore   8 Thailand   9 Vietnam  
10 Other (Please Specify) \_\_\_\_\_
2. Your religion?                      1 Christian      2 Buddhist      3 None              4 Other (Please Specify)\_\_\_\_\_
3. Your gender?                      1 Male              2 Female
4. Your year of study?              1 Freshman      2 Sophomore      3 Junior              4 Senior
5. Your faculty?                      1 Education      2 Science              3 Religion              4 Business  
5 Information Technology      6 Arts and Humanities
6. Have you taken any course(s) that specifically addressed multicultural issues? 1 Yes   2 No
7. If yes, approximately how much instruction time addressed multicultural issues in these courses?
  - 1 1-2 hours of instruction      2 3-4 hours of instruction      3 5-6 hours of instruction
  - 4 7-8 hours of instruction      5 9-10 hours of instruction      6 11-12 hours of instruction
  - 7 13+ hours of instruction

## Part 2. Multicultural Background Information

**Instructions:** Please circle a number (1, 2, 3, 4, 5 or 6) that best corresponds to your background in each statement. In this 1-6 range scale, number **one (1)** represents a ‘**single-culture background**’ and number **six (6)** represents a ‘**multicultural (ethnic, racial, religious) background**’.

1 = One (Single) Culture ---- 6 = Multicultural

*Your cultural background ...*

8. What is your family origin?

1    2    3    4    5    6

9. What type of neighborhood did you grow up in as a child?

1    2    3    4    5    6

10. What was the cultural diversity of students in your elementary school?

1    2    3    4    5    6

11. What was the cultural diversity of students in your high school?

1    2    3    4    5    6

12. What was the cultural diversity of your group of friends in elementary school?

1    2    3    4    5    6

13. What was the cultural diversity of your group of friends in your high school?

1    2    3    4    5    6

14. What is the cultural diversity of your group of friends in this university?

1    2    3    4    5    6

## Section 3. Multicultural Teaching Scale Survey

**Instructions:** Please indicate your choice of answer by circling a number that corresponds to your perceptions of how culturally competent your teachers are with respect to every statement below. In this 1-6 range scale, number **one (1)** represents ‘**little cultural competence**’ and number **six (6)** represents ‘**excellent cultural competence**’. **Note:** “Cultural Competence” in this survey means having sufficient knowledge, judgment, skill and sensitivity to successfully promote and practice harmonious cross-cultural understanding and inter-cultural communication in areas such as traditions, race, religion, and ethnicity.

1 = Little Competence

6 = Excellent Competence

*Your teachers ...*

15. Identify cultural biases in textbooks and instructional materials used.

1    2    3    4    5    6

16. Develop materials appropriate for the multicultural classroom.

1    2    3    4    5    6

17. Help students view other cultural groups as unique and valuable.

1    2    3    4    5    6

18. Present cultural groups in our society in a manner that will build mutual respect.

1    2    3    4    5    6

19. Identify how differences in language may affect performance on certain test items.  
1 2 3 4 5 6
20. Present diversity of cultures as a strong positive feature of your heritage.  
1 2 3 4 5 6
21. Effectively utilizes local cultural resources in the community.  
1 2 3 4 5 6
22. Identify the similarities between different cultures.  
1 2 3 4 5 6
23. Adapt instructional methods to meet the needs of learners from diverse cultures.  
1 2 3 4 5 6
24. Analyze instructional materials for potential stereotypical attitudes toward culture.  
1 2 3 4 5 6
25. Explain how various cultures contribute to your society.  
1 2 3 4 5 6
26. Provide instruction showing how cultural prejudice affects individuals.  
1 2 3 4 5 6
27. Plan instructional activities that reduce prejudice toward other cultural groups.  
1 2 3 4 5 6
28. Create a learning environment that allows for culturally sensitive, alternative styles of learning.  
1 2 3 4 5 6
29. Provide instructional activities that help students develop strategies for dealing with cultural confrontations.  
1 2 3 4 5 6
30. Help students examine their cultural prejudices.  
1 2 3 4 5 6
31. Help students recognize that cultural competence is more important than ethnic background.  
1 2 3 4 5 6
32. Assist all students to understand the feelings of people from other cultural backgrounds.  
1 2 3 4 5 6
33. Help students work through problem situations caused by stereotypical attitudes about culture.  
1 2 3 4 5 6
34. Are sensitive when expressing feelings and emotions to someone from another culture.  
1 2 3 4 5 6
35. Identify solutions to problems that may arise as the result of cultural diversity.  
1 2 3 4 5 6
36. Identify student behaviors that are signs of negative cultural attitudes.  
1 2 3 4 5 6
37. Develop instructional methods that promote intercultural cohesiveness.  
1 2 3 4 5 6

**38.** Develop instructional methods that dispel myths about cultural groups.

1    2    3    4    5    6

**39.** Get students from differing cultures to work together harmoniously.

1    2    3    4    5    6