



Integrating Multicultural Education into ELT: Theory, Practice, and Regional Challenges

Dr. Mariami Akopian

**University of Doha for Science and Technology (UDST),
Qatar**

Florence, November 5, 2025



Presentation Outline

- **Multicultural Education and ELT**
- **Culturally Responsive Teaching**
- **Pedagogical Implications**
- **Practical Classroom Strategies**
- **Regional Challenges (the Middle East)**





Multiculturalism in ELT

Multicultural education provides a framework for **inclusive and equitable language learning**.

❏ Key goals:

- * Develop intercultural competence
- * Challenge monocultural assumptions
- * Equip learners with cross-cultural communication skills



Conceptual Framework: Domains of Multicultural Education

Three central domains:

- * Recognition of student identity and voice
 - * Inclusive curriculum design
 - * Intercultural competence development
-
- Shifts perspective from deficit views to valuing diverse linguistic backgrounds
 - Acknowledges each learner's cultural context as a learning asset





From Native-Speakerism to Global Englishes

- Shift from 'native speaker' norms
 - English as a tool for intercultural exchange
- Example: Using world literatures in English



Culturally Responsive Teaching: **Transforming Educator Roles**

Develop self-awareness of cultural assumptions

Teachers as cultural mediators, not neutral knowledge transmitters

* Reduce prejudice

Create inclusive classroom environments

Strategies for equity:

* Provide realistic cultural representations

* Encourage cooperative learning



Culturally Responsive Teaching: **Transforming Educator Roles**

Develop self-awareness of cultural assumptions

Teachers as cultural mediators, not neutral knowledge transmitters

* Reduce prejudice

Create inclusive classroom environments

Strategies for equity:

* Provide realistic cultural representations

* Encourage cooperative learning



PEDAGOGICAL APPROACH: CONTENT INTEGRATION

Conduct

Conduct initial
needs analysis

Connect

Connect
classroom content
to students'
experiences

Use

Use cooperative
learning strategies

Integrate

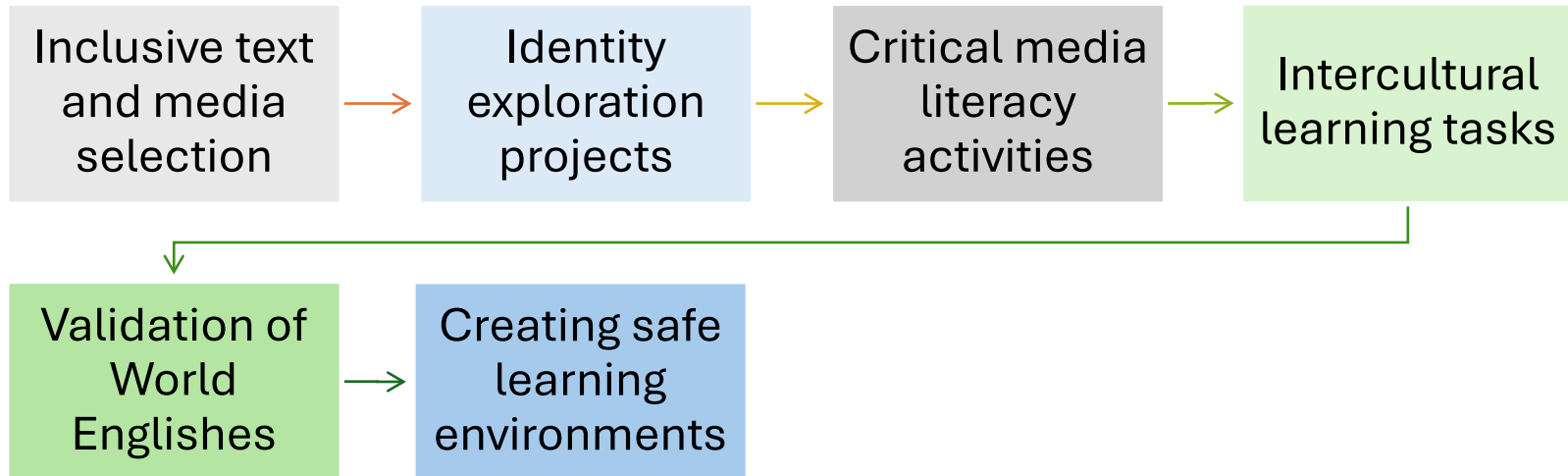
Integrate materials
from diverse
cultural contexts

Explore

Explore cross-
cultural variations
in language



PRACTICAL CLASSROOM STRATEGIES





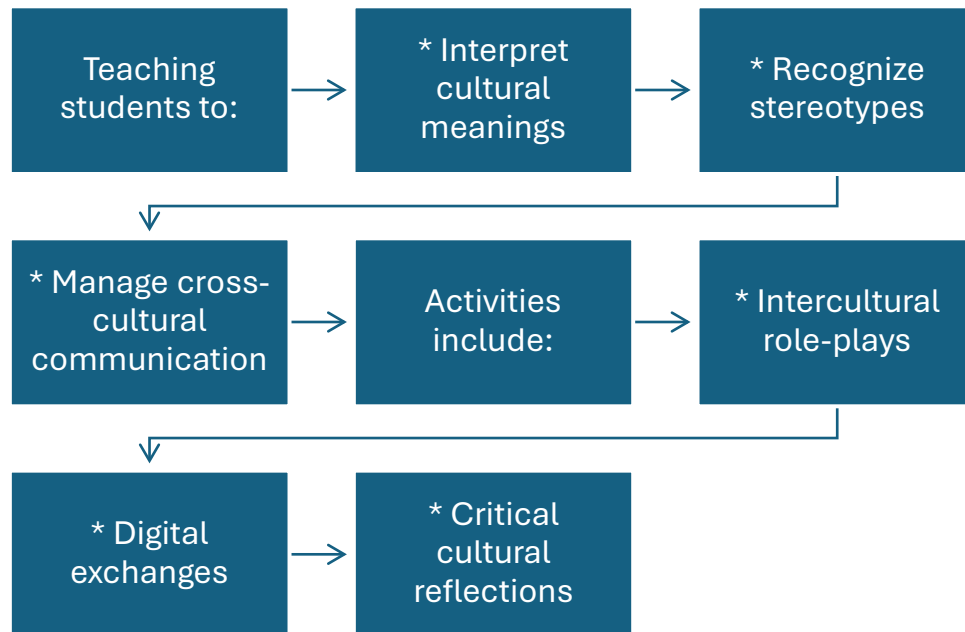
REGIONAL CHALLENGES: MIDDLE EASTERN CONTEXT

- Linguistic diversity challenges
- Migration and labor mobility impacts
- Gender norm considerations
- Curriculum and testing constraints
- Teacher preparedness limitations
- Balancing national identity with global communication



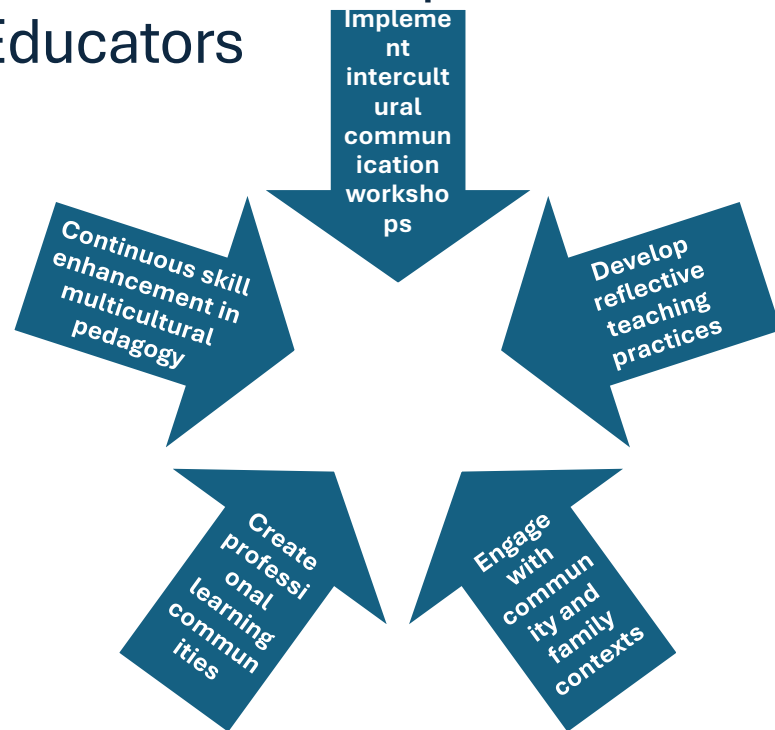


**INTERCULTURAL
COMPETENCE
DEVELOPMENT**





Professional Development for Educators





POLICY AND INSTITUTIONAL TRANSFORMATION



Reform curriculum
design



Modify assessment
practices



Create inclusive
educational
cultures



Promote equity
across institutional
levels



Develop supportive
policy frameworks



Beyond linguistic
competence



Developing global
citizenship

**Conclusion:
Multicultural Education
as Transformative
Practice**



Promoting
intercultural
understanding



Empowering learners
through inclusive
education



Transforming
challenges into
learning opportunities





REFERENCES

1. Akopian, M. (2018). Multicultural Awareness of Curriculum Development. *IRCELT Conferences Proceedings*, International Black Sea University, Tbilisi, Georgia.
2. Alismail, H. A. (2016). Multicultural Education: Teachers' Perceptions and Preparation. *Journal of Education and Practice*, 139-146.
3. Banks, J. A. (2016). Approaches to multicultural curriculum reform. In Banks, J. A. and Banks, C. (Eds.) *Multicultural education: Issues and perspectives*. Boston, MA: Wiley.
4. Banks, J. A. (2019). An introduction to multicultural education (6th Ed.) Seattle, WA: Pearson.
5. Booker, K., & Campbell-Whatley, G. D. (2009). Study of Multicultural Course Change: An Analysis of Syllabi and Classroom Dynamics. *Journal of Research in Education*, 20-31.
6. Choudhary, S. (2016). A Literary Approach to Teaching English Language in a Multicultural Classroom.
7. Doby-Copeland, C. (2006). Cultural Diversity Curriculum Design: An Art Therapist's Perspective. *Journal of the American Art Therapy Association*, 172-180.
8. Ge, L., Brown, D., & Durst, D. (2019). Chinese international students' experiences in a Canadian university: Ethnographic inquiry with gender comparison. *Journal of International Students*, (9)2, 582-612.
9. Hains, B. J., Tubbs, J., & Vincent, S. K. (2013). Embracing Alter-Identities: Socio-Cultural Development for Graduate Education. *Journal of Agricultural Education*, 209-223.
10. Hinton, S. (2011). Ethnic Diversity, National Unity and Multicultural Education in China. *US-China Education Review*, 726-739.
11. James, R., & Pillay, S. (2015). Examining Intercultural Competency Through Social Exchange Theory. *International Journal of Teaching and Learning in Higher Education*, 320-329.
12. Larrotta, C. (2010). English language learning for adults In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordaon (Eds.) *Handbook of Adult and Continuing Education*. (199-219). Los Angeles, CA: Sage Publications.
13. Nieto, S. (2017). Re-imagining multicultural education: new visions, new possibilities. *Multicultural Education Review*, 1-10.
14. Seidhofer, B. (2020). Researching ELF communication. In *Routledge eBooks* (pp. 29–37). <https://doi.org/10.4324/9781003021650-4>
15. Schultz, J. L. (2011). Implementing Integrated Multicultural Instructional Design In Management Education. *American Journal of Business Education*, 13-22.
16. Sidman-Taveau, R., Karathanos-Aguilar, K. (2015). Academic Writing for Graduate-Level English as a Second Language Students: Experiences in Education. *The CATESOL Journal*, 27-52.
17. Yusupova, G. F. (2015). Educating young people in a multicultural educational environment of a higher education institution. *International Journal of Environmental & Science Education*, 10(4), 561-570.



Thank you for your attention!

Your questions are welcome for discussion
