

**The Effect of Cultural Diversity in English Language
learning at GSE of Pennsylvania University**

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**Title : The Effect of Cultural Diversity in learning English Language
skills at GSE of Pennsylvania University**

Abstract

The present study aimed at recognizing the effect of cultural diversity in English language skills learning of TESOL at Pennsylvania Graduate School of Education.

The study tools included using an open interview and a questionnaire . The study is limited for A sample of (10) Chinese students for the experimental group from Penn University, Graduate School of Education. This experimentation was applied in one semester at Penn University, 2012 Graduate School of Education (GSE), Philadelphia, USA . The questionnaire dimensions are related to factors of faculty facilities of the administration besides factors related to English writing and speaking skills for the students of university level. The study results revealed that the participants responses in the three dimensions are neutral .This reveals that the GSE as an educational institution fulfilled all the conditions to satisfy the needs of non native students, Also, the cultural of those non native students has no impact in learning the English language skills of speaking and writing .

Key words: cultural diversity - English language learning skills - Pennsylvania Graduate School of Education

ملخص الدراسة باللغة العربية

العنوان : أثر التنوع الثقافي في تعلم مهارات اللغة الانجليزية لدي الطلاب متعددي الثقافة في كلية التربية بجامعة بنسلفانيا

هدفت هذه الدراسة الي التعرف علي أثر التنوع الثقافي في تعلم اللغة الانجليزية لدي الطلاب متعددي الثقافة في كلية التربية بجامعة بنسلفانيا . تكونت أدوات الدراسة من مقابلة مفتوحة مع الطلاب ذوي الأصول الصينية الدارسين بكلية التربية بجامعة بنسلفانيا و استبانة موجهة الي عدد ١٠ طلاب من ذوي الأصول الصينية بجامعة بنسلفانيا وقد اشتملت الاستبانة ثلاثة أبعاد تقيس دور كلية التربية بجامعة بنسلفانيا في تحقيق التنوع الثقافي و تناول البعد الثاني مدي ارتباط عملية الكتابة في اللغة الإنجليزية بعامل التنوع الثقافي و تناول البعد الثالث مدي ارتباط عملية التحدث في اللغة الإنجليزية بعامل التنوع الثقافي لدي طلاب كلية التربية بجامعة بنسلفانيا. أوضحت نتائج الدراسة انه لا يوجد اثر واضح للتنوع الثقافي في تعلم اللغة الانجليزية لدي الطلاب المتخصصين في اللغة الإنجليزية ذوي الأصول الصينية عينة البحث بجامعة بنسلفانيا، كلية التربية للدراسات العليا وان كلية التربية بالجامعة قد قامت بتوفير وتسهيل أي معوقات قد تكون سببا في تأخير عملية تعلم اللغة الإنجليزية لدي طلابها من ذوي الأصول الصينية .

الكلمات المفتاحية : التنوع الثقافي - تعلم مهارات اللغة الإنجليزية - طلاب اللغة الإنجليزية
جامعة بنسلفانيا

Introduction:

Language is one of the most significant areas of human development. Language is a vital tool. Not only is it a means of communicating thoughts, but it supports cultural ties.

One of the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing. This strand also includes associated skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. The skill strand leads to optimal ESL/EFL communication when the skills are interwoven during instruction. Oxford (2001)

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. Globalization is often said to have a negative effect on the world's cultural diversity. Wikipedia .(2016).

"Generally, U.S. schools provide students of diverse backgrounds with instruction quite different from that provided to students of mainstream backgrounds. For example, poor children and culturally and linguistically diverse students tend to receive inferior instruction because they are usually placed in the bottom reading groups or sent out of the classroom for remedial instruction. Research also shows that schools tend to discriminate against students of diverse backgrounds through assessments that do not value their home language and through the use of teaching procedures that fail to build on the strengths of their culture or home languages". Cole (2011)

In an attempt to offer solutions for developing cultural competence, Diversity Training University International (DTUI) isolated four cognitive components: (a) Awareness, (b) Attitude, (c) Knowledge, and (d) Skills.

- **Awareness.** Awareness is consciousness of one's personal reactions to people who are different. A police officer who recognizes that he profiles people who look like they are from Mexico as "illegal aliens" has cultural awareness of his reactions to this group of people.
- **Attitude.** Paul Pedersen's multicultural competence model emphasized three components: awareness, knowledge and skills. DTUI added the attitude component in order to emphasize the difference between training that increases awareness of cultural bias and beliefs in general and training that has participants carefully examine their own beliefs and values about cultural differences.
- **Knowledge.** Social science research indicates that our values and beliefs about equality may be inconsistent with our behaviors, and we

ironically may be unaware of it. Social psychologist Patricia Devine and her colleagues, for example, showed in their research that many people who score low on a prejudice test tend to do things in cross cultural encounters that exemplify prejudice (e.g., using out-dated labels such as "illegal aliens" or "colored"). This makes the Knowledge component an important part of cultural competence development.

The Skills component focuses on practicing cultural competence to perfection. Communication is the fundamental tool by which people interact in organizations. This includes gestures and other non-verbal communication that tend to vary from culture to culture. Wikipedia (2011) .

Great School Staff (2010) clarifies cultural diversity is important because Schools must take a proactive approach to acknowledging diversity:

1-A parent needs to look beyond the numbers to evaluate a school's approach to diversity.

2-Structured classroom activities can highlight diversity,

3-Mutual respect is part of the equation.

Miligian (2011) points out that there is much literature concerning methods of improving the schooling success of "non-traditional" students. Rather than go into proposals for improvement, one begins by realizing first that "traditional" educators lack the ability to deal with classroom cultural diversity effectively. (almost) all traditionally taught courses are unintentionally but nevertheless deeply biased in ways that make substantial differences in performance for many students. Once recognized, there are various ways to address our ability to teach effectively in light of the cultural diversity of our students. It is important that the reader understand that corrective approaches to the inability to deal with classroom cultural diversity do exist, however.

When studying any race of people to discuss their worth and contribution to society, their production of literature is a major factor in how the world views them as intellectual beings. The final measure of the greatness of all peoples is the amount and standard of the literature and art they have produced. No people that has produced great literature and art has ever been looked upon by the world as distinctly inferior. It is important to teach literature in the society of cultural diversity. McInnis (1999).

Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is tied to children's culture. National Association for the Education of Young Children (1995).

González (2016) added that language relates to diversity is that language has often been used as a tool of oppression for the express purpose of establishing and perpetuating systems of dominance and hierarchies between and among groups. As a result, language has in many instances throughout our society's history, served to advance the status of certain groups while relegating other groups to a status of inferiority. When used in this manner, language has systematically helped to minimize and vilify certain groups and justify subsequent patterns of exclusion, mistreatment and exploitation.

Brandon et al (2009) declared that many diversity courses that prepare pre-service teachers do not address the significance or the impact of language barriers on linguistically diverse learners. Often time, new and veteran teachers construct their bilingual and/or bidialectical students as others and are unaware of how to use their students' social, cultural, and political linguistic communities to facilitate the academic growth and development of these learners. The end result is that teachers silence their students' cultural perspectives and approach them as little broken bodies needing to be fixed. Each of the contributors to this article is a teacher educator who currently has or has had in the recent past the responsibility of teaching "the diversity" course within their respective teacher education programs. Based on their distinct yet similar experiences, they believe that it is critical to find ways to effectively address language--within these courses--not simply as a technical skill and not simply by stressing the need to learn standard English, but more importantly by seeing language as a fundamental expression of cultural identity which is shaped by the interplay between family/community values and beliefs and educational policy and practice.

Barb (2015) pointed out that diversity can be defined as people coming together from different races, nationalities, religions and sexes to form a group, organization or community. A diverse organization is one that values the difference in people. It is one that recognizes that people with different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions. Diverse organizations encourage and harness these differences to make their services relevant and approachable. Diverse organizations draw upon the widest possible range of views and experiences so it can listen to and meet the changing needs of its users. The encouragement of diversity benefits society. In society today, most people view diversity as a good thing because it gives people the chance to experience different things outside of what they are normally accustomed to. Diversity in America is openly viewed as a beneficial bacterium, so many backgrounds and not knowing which ones are good and which ones are bad.

Herrity and Glasman (2010) pointed out that " cultural and linguistic diversity has changed the social fabric of today's schools. Currently, there is a wider variety of cultural, language, and family backgrounds than ever before.

As a result of the increasing numbers of language minority students with unique educational and social needs, some studies suggest that principals need specialized training to ensure that all students have equal access to an education based on academic excellence and high expectations. Yet there are limited opportunities for aspiring administrators to receive specialized training for working with culturally and linguistically diverse school populations. As a result, many school administrators may lack the necessary preparation to develop policies and implement educational programs for diverse students.

Markham and Gordon (2007) added that promoting diversity has become a prominent goal in language-in-education policy discourse in two broad contexts. On the one hand, language policies take on the challenge of maintaining and developing "de facto" linguistic and cultural diversity through language acquisition planning; on the other hand, they portray themselves as active agents of social change and aim to develop positive cross-cultural attitudes through language education. This paper discusses these two main aspects of language-in-education policies. The discussion is focused on the Australian and the European policy discourses. These two contexts offer an interesting point of comparison as they represent Western democracies with a highly multicultural and multi-ethnic population.

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Barb (2015) adds that for some students being in a diverse school or college can prepare them for the real world, where they can take a stance on a subject and be able to voice their opinion from an informed point of view. Everyone has something unique about them to bring to the table, and with everyone's strengths being used together they can make anything better. One single person can't always do things alone and with the different talents of a diverse community something with potential can be strengthened. Overall, "diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education" ("On the Importance of Diversity in Higher Education" 1). A quality education does not come without learning something about race, and culture or what is expected and what is not. Having a diverse school setting is beneficial

because you learn more and so operate in the real world with a better view and understanding.

There are some related studies which indicated the role and importance of cultural diversity like Glawin (2010) conducted this study which used oral survey methods to examine first the diversity of Meso -American languages and second the potential language maintenance or loss of these languages among Meso-American language speakers in Wiregrass country (North Florida-South Georgia). Language shift, the process of gradually changing from one first language to another first language over successive generations, often occurs among displaced immigrant populations . In a similar study Gladwin (2004) predicted potential Meso-American language shift/loss among surveyed Meso-American language speaking respondents in Southeast Florida. The current study in North Florida/South Georgia also predicts potential Meso-American language loss, however, the present findings showed greater linguistic diversity and a stronger loyalty to Meso-American languages among the respondents in Wiregrass country.

Also, Adenuge (2011) conducted a study which investigated cultural diversity and second language learning among primary school pupils in Ogun state of Nigeria. The study is a descriptive survey in which 300 primary four school children were randomly selected from among pupils attending public primary schools in Ogun state. The Language Achievement Test developed and validated by the researchers was the instrument used in the study. It was a fifty items test designed to measure language skills of listening, speaking, reading and writing. Its convergent validity ranged from .68 to .91 on Cronbach alpha. Findings revealed significant influence of cultural diversity on listening, speaking, reading and writing skills of the participants. It was therefore recommended that a unified Yoruba accent and grammar should be evolved and adopted in all primary schools in all the Yoruba speaking states of Nigeria.

Keywords: cultural diversity, language learning, Yoruba language

Jones (2011) conducted this study to explore how currently assessed diversity knowledge, diversity skills, and diversity dispositions of pre-service teachers (PST) relate to each other and further to surmise if the presence of diversity knowledge, diversity skills, and diversity dispositions manifests in cultural efficacy and a general cultural consciousness among PST. This research suggests a reconsideration of currently used dispositions may be necessary.

Background of the Study Problem:

Culture diversity plays an important role in language learning. Recognizing the language nature of the cultural diversity students is considered an important tool to help experts of the English recognize the factors affect in learning the English language and achieving the role of

culture diversity for such a process . Also the results of related studies such as Mei (2000) , Adenuge (2011) , Jones (2011), and Glawin (2010).

Problem Statement :

The present study seeks to find out the factors of cultural diversity of different learners of the English language on producing writing and speaking of the English language in Graduate school of education at Upenn .

Questions of the Study:

The present study attempts to find answers to the following questions:

1. What are the factors related to cultural diversity GSE institution in learning the English Language skills of different cultural diverse students?
2. What are the factors related to learning the English Language speaking skill of different cultural diverse students at GSE ?
3. What are the factors related to learning the English Language writing skill of different cultural diverse students at GSE ?

Hypotheses of the Study:

1. There are statistically significant differences at 0.01 levels between the mean scores of the experimental group subjects on the questionnaire of cultural diverse effect in graduate school of education administrative role .
2. There are statistically significant differences at 0.01 levels between the mean scores of the experimental group subjects on the questionnaire of cultural diverse effect in learning speaking language skill.
3. There are statistically significant differences at 0.01 levels between the mean scores of the experimental group subjects of the questionnaire of cultural diverse effect in learning writing language skill.

Aims of the Study :

The study aims at achieving the following :

1. recognizing the cultural diverse effect while learning English language speaking and writing skills for the students of university level.
2. Conducting a questionnaire to recognize the cultural diverse effect while learning English language speaking and writing skills for the students of university level.

Significance of the Study:

The present study will be significant for:

1. Teachers of English to be aware of the role of cultural divers in learning the English language.
2. English methodology and teaching practice experts and textbook designers to pay attention for the role of cultural divers in learning the English language.

3. Ministry of Education, programs designers and supervisors of English to benefit the study tools.

Limitations of the Study:

1. A sample of (10) Chinese students for the experimental group:
10 Chinese students from Penn University, Graduate School of Education.
2. English writing and speaking skills for the students of university level.
- 3 This experimentation was applied in one semester at Penn University, 2012, Graduate School of Education (GSE), Philadelphia, USA .

Instruments of the Study:

- 1- An open interview
2. A questionnaire of cultural diversity .

Variables of the Study:

The Independent Variable: (cultural diverse)

The dependent Variable: (writing and speaking skills)

Approach of the Study:

The Descriptive Approach:

For conducting the theoretical part of the study, which is related with the variables of the study; cultural diverse and language skills of writing and speaking .

The Semi - Experimental Approach:

For conducting the tools of the study, this approach will be used to recognize the factors affecting English language learning according to the students of Chinese background culture.

The Experimental Design:

The researcher will use the design of one group experimentation.

Procedures of the Study:

1. Surveying previous literature review and related studies including the following :
 - A. cultural diversity .
 - B. cultural diversity and English language learning .
2. Conducting an open interview including questions about the effect of cultural diversity on learning the English language skills.
3. preparing a questionnaire to recognize the relation of cultural diversity and learning some English language skills.
4. Treating the data statistically.
5. Discussion of the findings.
6. Providing recommendations, and suggestions for further research.

Definition of Terms:

Culture Diversity:

Cultural Diversity is nothing more than a difference from the majority. In any culture there is a majority and many minorities. Culture is a set of norms that set standards for a society of what is acceptable behavior. Lee (2009).

English Language learning skills : Language skills are the skills of reading , writing, speaking and listening .This study will be obligated to two main skills which are writing and speaking of cultural diversity students of GSE, that language learning is a culture teaching.

Literature review and related studies:

Cultural Diversity

Nowadays, communication between different countries becomes more and more frequent. And more and more students choose to study overseas for experiencing culture diversity. Their goal is to broaden their horizons and develop themselves from learning overseas. For example, according to Fengling, Chen, Du Yanjun, and Yu Ma's paper "Academic Freedom in the People's Republic of China and the United States Of America.", they pointed out that Chinese education more focus on "traditionally, teaching has consisted of spoon feeding, and learning has been largely by rote. China's traditional system of education has sought to make students accept fixed and ossified content." And "In the classroom, Chinese professors are the laws and authorities; Students in China show great respect to their teachers in general." On another hand, in United States of America education "American students treat college professors as equals." Also "American students' are encouraged to debate topics. The free open discussion on various topics is due to the academic freedom which most American colleges and universities enjoy." Discussion above gives us an overall idea about the differences between China and the United States on education. But we cannot simply judge which one is better, because each culture has its own advantages and features. Thanks to those difference forms the culture diversity and those make our world more colorful. For students who go abroad for education, if they can combine positive culture elements from two different cultures to their self-development, it would be a competitive advantage in their whole career. Especially, with current process of global economics, people who owned different perspectives on cultures stand at a more competitive position in current world. Wikipedia, 2016

Diversity is nothing more than a difference from the majority. In any culture there is a majority and many minorities. Culture is a set of norms that set standards for a society of what is acceptable behavior. In every culture there are basic standards for social interaction such as personal space distance, eye contact, amount of body language displayed in public, negotiating style, etc. NSA Center (2016)

Cultural diversity exerts strong influence on ESD that all ESD must be locally relevant and culturally appropriate; Culture influences what this generation chooses to teach the next generation including what knowledge is valued, skills, ethics, languages and worldviews; ESD requires intercultural understanding if people are to live together peacefully, tolerating and accepting differences amongst cultural and ethnic groups. ESD aims at promoting teaching which respects indigenous and traditional knowledge and encourages the use of indigenous languages in education. Indigenous worldviews and perspectives on sustainability should be integrated into education programmes at all levels whenever relevant. Cultures must be respected as the living and dynamic contexts within which human beings find their values and identity. UNESCO, 2016

As L2 and FL educators, students learn about the culture of the L2/FL whether or not we include it overtly in the curriculum. . By teaching a language...one is inevitably already teaching culture implicitly". Sociolinguistics reveals why. There are values, presuppositions, about the nature of life and what is good and bad in it, to be found in any normal use of language. Such normal language use is exactly what most L2 and FL instructors aim to teach. Beyond this perspective, language and culture are from the start inseparably connected:

1. language acquisition does not follow a universal sequence, but differs across cultures;
2. the process of becoming a competent member of society is realized through exchanges of language in particular social situations;
3. every society orchestrates the ways in which children participate in particular situations, and this, in turn, affects the form, the function and the content of children's utterances;
4. caregivers' primary concern is not with grammatical input, but with the transmission of sociocultural knowledge;
5. the native learner, in addition to language, acquires also the paralinguistic patterns and the kinesics of his or her culture. Clouston(1997).

Culture is that which shapes us; it shapes our identity and influences our behavior. Culture is our "way of being," more specifically, it refers to the shared language, beliefs, values, norms, behaviors, and material objects that are passed down from one generation to the next.¹

According to the U.S. Census Bureau, the 2009 population in America was:

- 80% White
- 16% Hispanic or Latino origin (may be of any race)
- 13% African American
- 5% Asian
- 1% American Indian/Alaskan Native

- 0.2% Native Hawaiian/Pacific Islander²

Each race encompasses a multitude of different ethnic groups. An ethnic group refers to people who are closely related to each other through characteristics such as culture, language, and religion.³ There are many ethnic groups in the United States, due in large part to its immigrant population; each of these groups contributes to America's cultural heritage. From African Americans to Russian Americans, the United States is one of the most diverse nations in terms of culture. Belfield , 2010

Belfield (2010) **added that support cultural diversity can be supported by :**

1. Increasing level of understanding about other cultures by interacting with people outside of your own culture—meaningful relationships may never develop simply due to a lack of understanding.
2. Avoiding imposing values on others that may conflict or be inconsistent with cultures other than your own.
3. When interacting with others who may not be proficient in English, recognize that their limitations in English proficiency in no way reflects their level of intellectual functioning.
4. Recognizing and understand that concepts within the helping profession, such as family, gender roles, spirituality, and emotional well-being, vary significantly among cultures and influence behavior.
5. Within the workplace, educational setting, and/or clinical setting, advocate for the use of materials that are representative of the various cultural groups within the local community and the society in general.
6. Intervening in an appropriate manner when you observe others engaging in behaviors that show cultural insensitivity, bias, or prejudice.
7. Be proactive in listening, accepting, and welcoming people and ideas that are different from your own

There are beliefs for supporting linguistically and culturally diverse learners in English education:

1. Teachers and teacher educators must respect all learners and themselves as individuals with culturally defined identities.
2. Students bring funds of knowledge to their learning communities, and, recognizing this, teachers and teacher educators must incorporate this knowledge and experience into classroom practice.
3. Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance; teachers and teacher educators must be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice.

4. Students have a right to a variety of educational experiences that help them make informed decisions about their role and participation in language, literacy, and life.

5. Educators need to model culturally responsive and socially responsible practices for students .

There are some studies which indicated the importance of diversity like Brandon et al (2009) declared that many diversity courses that prepare pre-service teachers do not address the significance or the impact of language barriers on linguistically diverse learners. Often time, new and veteran teachers construct their bilingual and/or bidialectal students as others and are unaware of how to use their students' social, cultural, and political linguistic communities to facilitate the academic growth and development of these learners. The end result is that teachers silence their students' cultural perspectives and approach them as little broken bodies needing to be fixed. Each of the contributors to this article is a teacher educator who currently has or has had in the recent past the responsibility of teaching "the diversity" course within their respective teacher education programs. Based on their distinct yet similar experiences, they believe that it is critical to find ways to effectively address language--within these courses--not simply as a technical skill and not simply by stressing the need to learn standard English, but more importantly by seeing language as a fundamental expression of cultural identity which is shaped by the interplay between family/community values and beliefs and educational policy and practice.

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Culture Diversity and the English language learning:

Languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and the planet. There is growing awareness that languages play a vital role in development, in ensuring cultural diversity and intercultural dialogue, but also in attaining quality education for all and strengthening cooperation, in building inclusive knowledge societies and preserving cultural heritage, and in mobilizing political will for applying the benefits of science and technology to sustainable development. UNESCO, (2016).

According to Samson and Brian (2012) teachers must have a working knowledge and understanding of the role of culture in language development and academic achievement. Cultural differences often affect ELL students' classroom participation and performance in several ways. The norms for behavior, communication, and interactions with others that ELL students use in their homes often do not match the norms that are enforced in the school setting.²² One way this plays out is with the cultural conventions that children learn in the home about eye contact, voice volume, or attributing work to an individual versus to the group, which may conflict with the teacher's expectations in the classroom. This can result in misunderstandings or confusion on the part of the student. Teachers' understanding and appreciation of these differences help them to respond in ways that help to create a reciprocal learning environment.

González (2016) declared that the language of diversity is an evolving one that requires awareness, understanding and skill much in the same way as other areas of diversity competencies. Language provides a means for communication among and between individuals and groups. Language serves as a vehicle for expressing thoughts and feelings. And when it comes to diversity, language can be a bridge for building relationships, or a tool for creating and maintaining divisions across differences. Having a common

language for talking about and across difference is essential for breaking down divisions and working towards achieving understanding and partnership. In developing a common language around diversity it is important that language be affirming and not about creating blame, guilt or pity.

Mei (2000) conducted a study which is based on an international information technology-based collaborative project, initiated by the British Council, between primary level pupils from two schools in Singapore and Birmingham (UK). Through the electronic exchange of information, the pupils explored different writing tasks for various purposes and types of audience. The pupils' confidence, awareness and understanding of their own and their correspondents' cultures were enhanced in this intercultural and cross-curricular project. The study offered insights into how information technology can be used as a tool not only to develop pupils' confidence, language skills and creativity, but also to develop their sense of awareness of intercultural concerns, and of their being part of a dynamic, international, global community. The project also yielded discernible shifts in teachers' traditional roles and responsibilities, and the part they played in their students' participation as the project developed. Notable differences were also observed in pupils' expectation of teachers in the two countries.

Also, Murakami (2009) conducted this study to explore the challenges faced by principals in creating equitable opportunities for English language learners (ELLs) in the United States. We questioned "To what extent are educational leaders encouraged to create environments that value cultural diversity and the promotion of English language learners?" Our inquiry was prompted by the dearth of research in the U.S. supporting multicultural programs, coupled with the resistance of and minimal efforts by legislators to support policies that promote the improvement of ELLs. Using a review of literature, and informed by scholars who have examined the "Americanization" phenomenon, we analyzed state and federal educational policies focused on the promotion of ELLs. That was considered whether these policies, intended to help students, are not in fact hindering educational leaders' efforts to create environments in which multiculturalism is valued.

Also, Tan (2010) added that development of technology has made adult and higher education learning opportunities increasingly more accessible to a growing number of people. With the number of courses steadily increasing to meet students' needs and demands, and because programs are likewise changing to incorporate more online learning opportunities, international, English as Second Language (ESL) students are more frequently encouraged or required to take online courses to complete their programs of study at U.S. colleges and universities. Despite popular clamor for more diversity and diversity sensitivity in the classroom, little research exists regarding how

cultural differences and student perceptions affect online learning, particularly with respect to ESL students. Research in this area could inform the production of cultural awareness and culturally responsive education and thus promote more effective educational practice. In the interest of such results, this study collected and examined ESL graduate student perspectives concerning online learning experiences and how such experiences affect the development of English language skills.

Yamada study (2013) declared that Japanese university students perceive Japan's domestic diversity and understand the role of English within that context. Surveys and interviews with Japanese students reveal how they reflect on their own experiences with diversity in their past English as a Foreign Language (EFL) classes and also help to explore the role of English teaching/learning in multicultural Japan. Insufficient attention to domestic diversity may mislead EFL learners when they encounter their English interlocutors with different cultural and linguistic backgrounds because this misunderstanding can create prejudices about English speakers and may reproduce a racial/ethnic and linguistic hierarchy. Drawing on the survey and interview results, this article suggests possible strategies for promoting successful intercultural communication through English and teaching English as a global language.

Toh study (2015) revealed that Japan is known to be a country that manicures its socio-cultural borders. Discourses are examined regarding openness, closedness and cultural diversity in relation to policies and practices that draw heavily on mythologies of English language as an inroad to greater openness and diversity. To do this then researcher examined two English language programs at two different Japanese universities where I have worked as an English teacher. The analysis will be done within a larger backdrop of discourses, histories and epistemologies depicting: (1) Japan as a monolingual and monocultural nation where cultural diversity has been systemically and strategically resisted (Befu, 2001; Lee, 2006); (2) contestations over claims, meanings, renditions and suppressions of internationalization and cultural diversity in contemporary Japan; and (3) current practices surrounding English teaching, recent changes at policy level enabling content courses to be taught in English, and their implications for understandings of cultural diversity given the plurality of cultures and canons identifiable with English. Through critical observations of English as a Foreign Language and English as a Lingua Franca programs, the researcher will demonstrate how different epistemological assumptions and ideological agendas behind the programs influence understandings, renditions and enactments of what I call open(closed)ness and cultural diversity.

Also, the study of Lavrenteva and Barak (2015) indicated that culture diversity in the foreign language classroom has been widely debated ever

since its importance was recognized. Current research suggests that centralized "top down" curricular policies can become potential constraints to teaching culture and points to the need for adapting curricula for culture-integrated language learning. This study analysed official curriculum documents published in 14 different countries to identify how the sociocultural component to Teaching English as a Foreign Language is reflected in the document. To date, there is scarce research on the place of culture in English as a Foreign Language curricula; hence, the present study aims at filling in a gap in this area. The study points to the following findings: curricula state the importance of culture in language learning and promote an integrative view of teaching language and culture; cultural objectives focus on appreciating cultural diversity, raising cultural awareness and reinforcing students' positive cultural identity; teachers are portrayed as facilitators (rather than transmitters) of cultural knowledge yet, learners are described as acquiring (rather than discovering) cultural knowledge; curriculum documents focus on cultural knowledge and attitudes towards foreign cultures, rather than on the skills needed for successful interaction.

Ya chen study (2015) indicated that Learning about foreign language (FL) cultures is becoming an important objective in the FL curricula and national standards of different countries throughout the world. The purposes of the study were to examine the effects of the cultural portfolio project on (1) students' specific aspects of development of cultural knowledge and change in perception of native English speakers and their cultures; (2) students' self-awareness, evaluation, and modification of stereotypes toward the target cultures; and (3) students' change in perception of and attitude toward cultural learning. Data were collected through students' cultural portfolio projects, pre- and post-questionnaires, classroom observation, and interviews. Results indicated that instead of memorizing cultural facts, students experienced an active process of constructing knowledge. Most students commented that their views toward native-English-speaking cultures and language learning had been changed after completing the cultural portfolio project, for instance by moving from an ethnocentric view to respect cultural differences, becoming more aware of diversity within culture, and understanding that the media presents the surface culture of native-English-speaking countries.

Method and Material

Context of the Study

This study investigates Chinese EFL learners factors regarding diverse cultures integrated into ELL. In classroom practice, teachers' first priority is to develop language skills and grammar for learners. In an attempt to develop both linguistic and cultural competence in ELT, culture has been integrated into English language instruction, One is the dominance of the target cultures in textbooks inherent in life, institutions and values of English

speaking countries. The other is a representation of local culture in English textbooks .

Participants

Ten graduated students, were selected as the participants. As their job and study are closely related to intercultural communication, their perspectives are expected to give in-depth understandings of teaching and learning diverse cultures in the EFL context. All of them have several years of experience in learning English .Their major at university includes TESOL, at the time of data collection, In addition to the primary source of data collected from these learner participants, ideas were used to clarify what the participants discussed about the practice of teaching and learning in English classes.

The questionnaire:

The questionnaire is adopted and the researcher made some modifications to suit the study aim . These resources are Kenneth (1998), Collins (2009), Kitchener (2011), College of Education Diversity Unit. (2011) and Qingjiang , (2012) . Three dimensions are presented :

- 1- The factor of the institution of GSE.
2. The factor of writing process and its relation with cultural diversity.
3. The factor of speaking process and its relation with cultural diversity.

Dimensions are presented to answer the research question about learners' perspective on the integration of diverse cultures into the English language practice.

Constructing the questionnaire items :

This questionnaire was mainly prepared to answer the research question : What is the role of cultural diversity in learning some English language skills ? In the light of the different resources of literature review and related studies , the questionnaire items were constructed .

Description of the questionnaire:

The questionnaire mainly consisted of three main dimensions which are related to the role of GSE to fulfill the requirements of cultural diversity , speaking skill and writing skill .

Time of the questionnaire :

The questionnaire lasted 60 minutes according to the following equation :

$$\frac{\text{The time taken by the the fastest student} + \text{the time taken by the slowest student}}{2}$$

$$40 + 80 \div 2 = 60 \text{ minutes}$$

Questionnaire Instructions :

The instructions of the questionnaire are explained clearly and orally during the experimentation for the experimental group to make sure that the students teachers understood what is required in each dimension of the questionnaire .

The Final Form of the questionnaire :

The questionnaire is constructed and its form is appropriate for administration .The questionnaire consisted of three main dimension to recognize the role of cultural diversity in learning some English language skills

The Validity of the questionnaire :

The validity of the questionnaire is done by submitting the questionnaire to a jury members . Some of them are specialists in the field of language teaching , while others are specialists in the academic field of the English language. The jury members are asked to give their suggestions and comments for the items. According to the suggestions, and comments, some modifications were done to the final version of the questionnaire .

Data Collection

Data for the study was collected from the participants' interview and the questionnaire. The participants are 10 Chinese students of TESOL program at GSE. Each participant expressed about the concept of cultural diversity . For the scope of this study, the participants expressed about their experience during learning the English language during an open interview at GSE. Students expressed about their opinions of roles of diverse cultures, any problems they can find out in learning varied cultural content. However, Students were also encouraged to express freely and flexibly about anything related to cultural teaching and learning they experienced . During the exhibition of posters , the posters of Chinese students were submitted to the researcher through email. The participants were contacted for clarification through the interview and the questionnaire. The process of data analysis began with the researcher's thematic familiarization with the dimensions of the questionnaire. Three dimensions are presented :

- 1-The factor of the institution of GSE
2. The factor of writing process and its relation with cultural diversity.

3. The factor of speaking process and its relation with cultural diversity.

Findings

There are three findings, of which the first is concerned with the participants' perception to diverse cultures in GSE of Pennsylvania. While recognizing an understanding of multiple cultures as the necessity for teaching and learning culture in the globalised context, the participants also acknowledge that the concept of cultural diversity in English and has to do with their writing process , marking the second finding of writing skill . The third finding is some constraints on learning varied cultures as recognised by the participants, followed by their perception for the role of cultures diversity in the ELT practice of English speaking skill .

1.The first dimension of institution role in promoting cultural diversity :

2.The second dimension is the factor of writing process and its relation with cultural diversity.

3.The third dimension is the factor of speaking process and its relation with cultural diversity.

The statistical analysis of the study results indicated that the participants responses in the three dimensions are neutral .This reveals that the GSE as an educational institution fulfilled all the conditions to satisfy the needs of non native students, Also, the cultural of those non native students has no impact in learning the English language skills of speaking and writing .

Table (1) First dimension of institution role in promoting cultural diversity

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Cultural diversity is included in the policies and procedures at university of Pennsylvania .	8	80	1	10	1	10	0	0	0	0
2	The Graduate School of Education supports involvement with and/or utilization of the resources of regional and/or national forums that promote	7	70	2	20	1	10	0	0	0	0

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
	cultural competence.										
3	The program of TESOL addresses issues of cultural diversity.	2	20	7	70	1	10	0	0	0	0
4	Personnel are respected and supported for their desire to honor and participate in cultural celebrations.	1	10	1	10	7	70	1	10	0	0
5	Discussion done in the class includes subjects of diverse cultures .	8	80	1	10	1	10	0	0	0	0
6	Trainees/students are actively recruiting from diverse cultures.	7	70	1	10	1	10	1	10	0	0
7	Trainees/students from diverse cultures are mentored.	1	10	1	10	7	70	1	10	0	0
8	The training curriculum, materials and activities are systemically evaluated to determine if they achieve cultural competence.	2	20	2	20	6	60	0	0	0	0
9	Non native speakers are actively sought to participate in the planning and presentation of these activities.	1	10	1	10	2	20	6	60	0	0
10	The content and activities are culturally and linguistically appropriate at the university of Pennsylvania for non native speaker.	8	80	1	10	1	10	0	0	0	0

Table (2) Items order

No.	Statements	Weight average	Response average	Rank	Decision
1	Cultural diversity is included in the policies and procedures at university of Pennsylvania .	4.7	0.94	First	Neutral
2	The Graduate School of Education supports involvement with and/or utilization of the resources of regional and/or national forums that promote cultural competence.	4.6	0.92	Second	Neutral
3	The program of TESOL addresses issues of cultural diversity.	4.1	0.82	Fourth	Neutral
4	Personnel are respected and supported for their desire to honor and participate in cultural celebrations.	3.2	0.64	Sixth	Neutral
5	Discussion done in the class includes subjects of diverse cultures .	4.7	0.94	First	Neutral
6	Trainees/students are actively recruiting from diverse cultures.	4.4	0.88	Third	Neutral
7	Trainees/students from diverse cultures are mentored.	3.2	0.64	Sixth	Neutral
8	The training curriculum, materials and activities are systemically evaluated to determine if they achieve cultural competence.	3.6	0.72	Fifth	Neutral
9	Non native speakers are actively sought to participate in the planning and presentation of these activities.	2.7	0.54	Seventh	Disagree

No.	Statements	Weight average	Response average	Rank	Decision
10	The content and activities are culturally and linguistically appropriate at the university of Pennsylvania for non native speaker.	4.7	0.94	First	Neutral

2. Second dimension of speaking skill

Table (3) statistics analysis of speaking skill dimension

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Being a non native speaker may affect pronouncing the distinctive sounds of a language clearly enough so that people can distinguish them	7	70	1	10	1	10	1	10	0	0
2	Being a non native speaker may affect the use of stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	7	70	2	20	1	10	0	0	0	0
3	Being a non native speaker may affect the of use the correct forms of words.	2	20	6	60	1	10	0	0	1	10
4	Being a non native speaker may affect putting words together in correct word order	1	10	1	10	7	70	1	10	0	0
5	Being a non native speaker may affect making clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses	7	70	0	0	2	20	1	10	0	0
6	Being a non native speaker may affect making the main ideas stand out from supporting ideas or information	1	10	6	60	1	10	1	10	1	10
7	Being a non native speaker may affect making the discourse hang together so that people can follow what you are saying	7	70	2	20	1	10	0	0	0	0
8	Being a non native speaker may affect the use vocabulary appropriately.	6	60	2	20	2	20	0	0	0	0
9	Being a non native speaker may affect preparing and asking relevant questions.	1	10	1	10	6	60	2	20	0	0
10	Being a non native speaker may affect making notes of responses.	1	10	8	80	1	10	0	0	0	0
11	Being a non native speaker may affect using language that conveys maturity, sensitivity, and	2	20	7	70	1	10	0	0	0	0

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
	respect.										
12	Being a non native speaker may affect responding correctly and effectively to questions.	2	20	6	60	2	20	0	0	0	0

Items order table (4)

No.	Statements	Weight average	Response average	Rank	Decision
1	Being a non native speaker may affect pronouncing the distinctive sounds of a language clearly enough so that people can distinguish them	4.4	0.88	Second	Neutral
2	Being a non native speaker may affect the use of stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	4.6	0.92	First	Neutral
3	Being a non native speaker may affect the of use the correct forms of words.	3.8	0.76	Sixth	Neutral
4	Being a non native speaker may affect putting words together in correct word order	3.2	0.64	Eighth	Neutral
5	Being a non native speaker may affect making clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses	4.3	0.86	Third	Neutral

No.	Statements	Weight average	Response average	Rank	Decision
6	Being a non native speaker may affect making the main ideas stand out from supporting ideas or information	3.5	0.70	Seventh	Neutral
7	Being a non native speaker may affect making the discourse hang together so that people can follow what you are saying	4.6	0.92	First	Neutral
8	Being a non native speaker may affect the use vocabulary appropriately.	4.4	0.88	Second	Neutral
9	Being a non native speaker may affect preparing and asking relevant questions.	3.1	0.62	Ninth	Neutral
10	Being a non native speaker may affect making notes of responses.	4	0.80	Fifth	Neutral
11	Being a non native speaker may affect using language that conveys maturity, sensitivity, and respect.	4.1	0.82	Fourth	Neutral
12	Being a non native speaker may affect responding correctly and effectively to questions.	4	0.80	Fifth	Neutral

Table(5) statistics analysis of the third dimension of writing skill

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Being a non native speaker may affect preparation to write more than one draft.	1	10	8	80	1	10	0	0	0	0
2	Being a non native speaker may affect ability to organize information and construct it into a text	2	20	7	70	1	10	0	0	0	0
3	Being a non native speaker may affect ability to revise, redraft and improve my writing	6	60	2	20	2	20	0	0	0	0
4	Being a non native speaker may affect understanding of purpose and goals of writing	2	20	1	10	6	60	1	10	0	0
5	Being a non native speaker may affect knowledge of planning processes and steps for writing skill	0	0	1	10	8	80	1	10	0	0
6	Being a non native speaker may affect the knowledge of various text structures	0	0	1	10	7	70	2	20	0	0

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
7	Being a non native speaker may affect the ability to use or invent organizing tools to fulfill writing goals	0	0	0	0	8	80	1	10	1	10

Items order table (6)

No.	Statements	Weight average	Response average	Rank	Decision
1	Being a non native speaker may affect preparation to write more than one draft.	4	0.80	Third	Neutral
2	Being a non native speaker may affect ability to organize information and construct it into a text	4.1	0.82	Second	Neutral
3	Being a non native speaker may affect ability to revise, redraft and improve my writing	4.4	0.88	First	Neutral
4	Being a non native speaker may affect understanding of purpose and goals of writing	3.4	0.68	Fourth	Neutral
5	Being a non native speaker may affect knowledge of planning processes and steps for writing skill	3	0.60	Fifth	Neutral
6	Being a non native speaker may affect the knowledge of various text	2.9	0.58	Sixth	Neutral

No.	Statements	Weight average	Response average	Rank	Decision
	structures				
7	Being a non native speaker may affect the ability to use or invent organizing tools to fulfill writing goals	2.7	0.54	Seventh	Disagree

The questionnaire dimensions achievement table (7)

Dimension	Ratios of Decision		
	Agree	Neutral	Disagree
First	0 %	90 %	10 %
Second	0 %	100 %	0 %
Third	0 %	85.7 %	14.3 %

The statistical analysis of the study results indicated that the participants responses in the three dimensions are neutral .This reveals that the GSE as an educational institution fulfilled all the conditions to satisfy the needs of non native students, Also, the cultural of those non native students has no impact in learning the English language skills of speaking and writing .

The findings are appropriate with studies results of John , 1992 , Tan (2010) ,Yamada (2013) Lavrenteva and Barak (2015) , Toh study (2015) . Ya chen study (2015).These studies indicated that cultural diversity has become an essential process in education, especially minority education. There is some misunderstanding about what it means and its relevance to minority education. The problem is not merely one of cultural and language differences, although these differences are important. What is even more significant, but thus far unrecognized, is the nature of the relationship between minority cultures/ languages and the culture and language of the dominant like America and China .

The relationship between the minority cultures/languages and the mainstream culture and language is different for different minorities. And it is this difference in the relationship that is problematic in the ability of the minorities to cross cultural and language gaps and that calls for understanding in order to enhance the success of cultural communication . There is evidence from comparative research suggesting that differences in school learning and performance among minorities are not due merely to cultural and language differences. Sociocultural components are essential to teaching English as a foreign language in different stages of education.

Suggestions of the study:

- Ensuring that teaching staff have an understanding of the cultural backgrounds, preferred communication styles, and concerns of CALD students and families is very important for overcoming communication difficulties.
- School displays and activities are geared to including and supporting the diverse cultural backgrounds of all families.
- Classroom practices may need to be adapted to enhance communication between teaching staff and students, and amongst students from different cultural backgrounds. -When selecting social and emotional learning programmes for your school, it is important to consider their appropriateness for different cultural groups and to adapt them accordingly.
- When spoken or written English is a barrier, interpreters or translated material can help school staff and families communicate with one another.
- Providing materials in appropriate languages and offering professional interpreting services, schools and other organisations can help to break down communication barriers for families and encourage them to be involved with the school.

Recommendations of the study:

- Conducting an evaluative study to recognize different reasons affecting in achieving cultural diversity at the university level.

- The effectiveness of a reciprocal teaching based program in developing the cultural diversity concepts for English majors of education faculty.
- The effectiveness of a cooperative teaching based program in developing the cultural diversity awareness for English majors of education faculty.
- The effectiveness of a self learning based program in developing the cultural awareness for English majors of education faculty.

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Appendix (1)

An open interview

Graduate School of Education at Penn University

Name	Day
school	course
university	level

Dear student,

Please, the researcher is conducting a study entitled "**The Effect of Cultural Diversity in English Language learning of for TESOL Learners at GSE "**

So, please answer the following questions to help the researcher conduct this study.

Thanks

The researcher

The questions of the interview:

1. Does cultural diversity has an effect on understanding of purpose and goals of writing in English?

.....
.....
.....
.....

2. Does cultural diversity has an effect on understanding of purpose and goals of speaking in English?

.....
.....
.....
.....

3. Does cultural diversity has an effect on the use of English vocabulary appropriately?

.....
.....
.....

4. Are representatives of the diverse cultures actively sought to participate in the planning and presentation of English activities?

.....
.....
.....

5. Does the English training curriculum and activities incorporate content for the development of cultural competence?

.....
.....
.....

**Appendix (2)
The Questionnaire**

1. The first dimension of factors related to the graduate school of education GSE

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Cultural diversity is included in the policies and procedures at university of Pennsylvania .					
2	The Graduate School of Education supports involvement with and/or utilization of the resources of regional and/or national forums that					

	promote cultural competence.					
3	The program of TESOL addresses issues of cultural diversity.					
4	Personnel are respected and supported for their desire to honor and participate in cultural celebrations.					
5	Discussion done in the class includes subjects of diverse cultures .					
6	Trainees/students are actively recruiting from diverse cultures.					
7	Trainees/students from diverse cultures are mentored.					
8	The training curriculum, materials and activities are systemically evaluated to determine if they achieve cultural competence.					
9	Non native speakers are actively sought to participate in the planning and presentation of these activities.					
10	The content and activities are culturally and linguistically appropriate at the university of Pennsylvania for non native speaker.					
No	Second dimension : Factors related to the process of speaking skill	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Being a non native speaker may affect pronouncing the distinctive sounds of a language clearly enough so that people can distinguish them					
2	Being a non native speaker may affect the use of stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said					
3	Being a non native speaker may affect the of use the correct forms of words.					
4	Being a non native speaker may affect putting words together in					

	correct word order					
	Being a non native speaker may affect making clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses					
5	Being a non native speaker may affect making the main ideas stand out from supporting ideas or information					
6	Being a non native speaker may affect making the discourse hang together so that people can follow what you are saying					
7	Being a non native speaker may affect the use vocabulary appropriately.					
8	Being a non native speaker may affect preparing and asking relevant questions.					
9	Being a non native speaker may affect making notes of responses.					
10	Being a non native speaker may affect using language that conveys maturity, sensitivity, and respect.					
11	Being a non native speaker may affect responding correctly and effectively to questions.					
No	Third dimension : Factors related to the process of writing skill	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Being a non native speaker may affect preparation to write more than one draft.					
2	Being a non native speaker may affect ability to organize information and construct it into a text					
3	Being a non native speaker may affect ability to revise, redraft and improve my writing					
4	Being a non native speaker may affect understanding of purpose and goals of writing					
5	Being a non native speaker may affect knowledge of planning processes and steps for writing skill					

6	Being a non native speaker may affect the knowledge of various text structures					
7	Being a non native speaker may affect the ability to use or invent organizing tools to fulfill writing goals					

